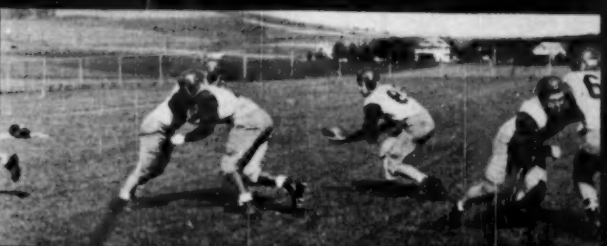
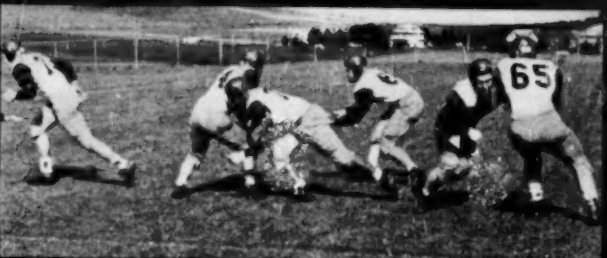
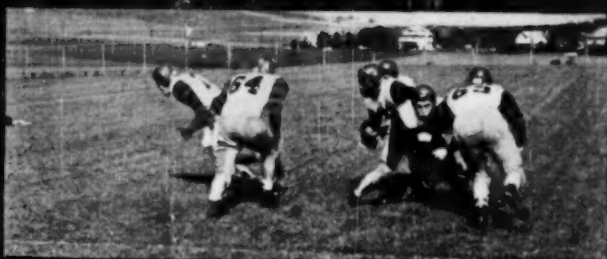


SCHOLASTIC COACH



OCTOBER 1952
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VOLUME 22 • NUMBER 2 • OCTOBER

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SCHOLASTIC COACH IS ISSUED MONTHLY TEN TIMES DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC CORPORATION, M. R. ROBINSON, PRESIDENT, PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS ALL EDITORIAL AND ADVERTISING COMMUNICATIONS AND ALL CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 351 FOURTH AVE., NEW YORK 10, N. Y.

SUBSCRIPTION FOR THE UNITED STATES, \$2 A YEAR. CANADA, \$2.25. FOREIGN, \$2.50. BACK ISSUES CURRENT VOLUME, 25c; PREVIOUS VOLUMES, 50c.

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BY Rawlings

BW52



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Here
Below

Emotionalism in football

LIKE every staunch friend of the oblate spheroid, we're rooting for a super special season this fall. The old grid game was caught burning the scandal at both ends last year, and it needs a good, clean, exciting season to expunge the memory of cribbing, broken jaws, and whole-sale commercialization.

One of the areas in which every coach can make an immediate contribution lies in the mental conditioning of his players. Too many men tend to overdo this thing called "team spirit." They whee their boys up to near hysterical pitch, keep yammering at them all week long, then profess astonishment when their games degenerate into slugging matches.

Football is a tough, bruising game as it is. It necessarily entails a great amount of emotionalism. Left alone, this is a wholesome thing. It becomes dangerous only when the coach panders to it.

The constant importuning to win, win, win—for the school, for a Bowl bid, for the old Gipper, for the coach's maiden aunt, etc.—produces a super-emotionalism that's un-wholesome every way you look at it. It produces dirty football, over-emphasis on winning, and emotional infantilism.

We're all for booting this super-emotionalism out of the game. And the first thing to go ought to be those infantile locker-room slogans, the tortured claptrap such as: "We supply the equipment, YOU supply the GUTS" and "A team with a WILL will find a WAY" and "When Squeedunk loses, somebody has to pay."

Boys don't need any artificial stimulation. Their great natural exuberance and pride in self, school, and team will furnish all the fervor a coach can reasonably ask for.

Coaches who continually light "bonfires" under their teams are rendering both the boys and the game a disservice. And in many instances, their exhortations may be accepted as a confession of weak-

ness—of their failure to "reach" their boys and make them want to play.

Our views on this subject were crystallized by the very last bit of football we saw last season. It happened in the 1952 East-West game.

It had been a hard, bruising game between two great all-star teams. As the final gun signaled finis, both teams rose from their haunches and drew together. Hands were clasped with great sincerity, respect, and friendship. Here and there an arm was slung over an opponent's shoulder. Even the players on the two benches walked out to meet each other, shake hands, and exchange friendly words.

As we watched the boys walk off the field together, we thought: This is what sport is all about. This is what is meant by "the fields of friendly strife."

And then came the disquieting thought: Why don't we see more of this after regular season games? The answer was obvious. The super-emotional element wasn't present at the Shrine Game. The players went at it for the sheer joy of playing, with no artificial involvements in the way of school spirit, conference standings, coach's pleas, etc.

After giving all they had, both winners and losers left the field practically arm in arm. There were no fights, tears, or heartbreak. You couldn't tell the winners from the losers.

And that, as we said, is what sport is all about. When this becomes the rule rather than the exception, football—all sport, for that matter—will have justified its *raison d'être*.

THE CROWD PEST

WHILE on the subject of emotionalism, we'd like to get a little emotional over that most noxious of insects—the spectator pest, the fellow who derives his greatest pleasure in life out of shouting abuse at players, coaches, and officials.

There's a school of thought which

contends that since the spectator pays the freight for sports, he can do no wrong—that his ticket of admission entitles him to scream, shriek, shout anything he chooses.

We violently disagree with this contention. As far as we're concerned, a ticket of admission entitles the bearer to watch the game and cheer to his heart's content. If he's inclined to jeer, it should be within reason—and impersonal. Anything that can be classified as abuse should be strictly forbidden, and the spectator tossed right out on his ear—with no money-back guarantee.

As it stands now, spectators can—and do—get away with practically everything short of murder. What recourse do the athletes have? None. They've got to stay out there and make believe the abuse doesn't bother them, perhaps turning the other cheek now and then.

The professional athlete is supposed to accept this as part of his trade. That's bad enough. But there's no reason why the school athlete should be subjected to it. He should get all the protection he deserves.

What started us on this tack was an item in the April issue of *The Illinois Interscholastic*. It reported an incident during a basketball game between Dunbar and Lincoln high schools. It seemed that a Lincoln player, Willie Currie, while on the way to the dressing room, struck a spectator who had been heckling him all game long.

After order was restored, Principal Miller of Lincoln High, suspended Willie from the team for 10 days. The case was brought before the Board of Directors of the Illinois High School Assn., who voted that in view of Principal Miller's prompt action the athlete's suspension should be lifted after the prescribed period.

We don't believe anybody will quarrel with either Principal Miller or the Board of Directors for their swift, efficient action. The boy might have incited a riot with his heedless

(Concluded on page 63)

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By **CHUCK KLEIN**

Coach, Cocoa (Fla.) High School

Defensing the Unbalanced Single Wing

THOUGH the unbalanced single wing may not have the deception of the T or the double wing, it remains the most powerful system in the game. With this formation, you can throw five men into a hole or double team at both sides of it.

Defensing it used to be a fairly simple matter. With four out of five teams employing it, a coach saw the single wing practically every week and was thus always thinking of it, both offensively and defensively.

Then the T's, winged T's and split T's came along and the single wing faded. Coaches became so absorbed in defending these new systems that occasional single wing stuff often caught them unprepared.

In the fell clutch of this circumstance, the coach could be forgiven for his dereliction. But the excuse isn't going to be accepted from now on. With single-wing football coming back into popularity, coaches will be expected to defense it properly. Otherwise they'll be run out of the ball park.

In planning a defense it's always essential to assay the offense and pin-point its vulnerability. Let's look at the unbalanced single wing and see what we can discover about its shortcomings.

The first thing that strikes the eye is that in order to go off the strong-side tackle or around the end, it must almost always pull both guards and have the remaining linemen block to the inside, away from the play (Diag. 1).

Another idiosyncrasy appears on the reverse to the weak side. The play usually calls for the outside tackle and strong-side guard to pull to the weak side, with the remaining linemen blocking away from the play—a guard and weak-side end blocking on the tackle (Diag. 2).

Idiosyncrasy No. 3 shows up when hitting between guard and inside tackle, or between the tackles. The system now calls for a double team at the hole, with the remaining linemen blocking away from the hole (Diag. 3).

In order to nullify this power, the defense must freeze the pulling linemen and stop the double teaming. Once you can make this system run without its normal power, or shoot a defensive linemen through without being blocked, you will have neutralized its power.

We believe that our unorthodox seven-diamond (Diag. 4-6 on p. 60) effectively accomplishes this. We use this defense in all running situations. On long-yardage downs, we shift into a 6-2 overshift, with the weak-side end playing loosely for pass defense coverage.

Since the running game is usually the big threat in high school ball, we use the seven-diamond well over 75% of the time against the unbalanced single wing.

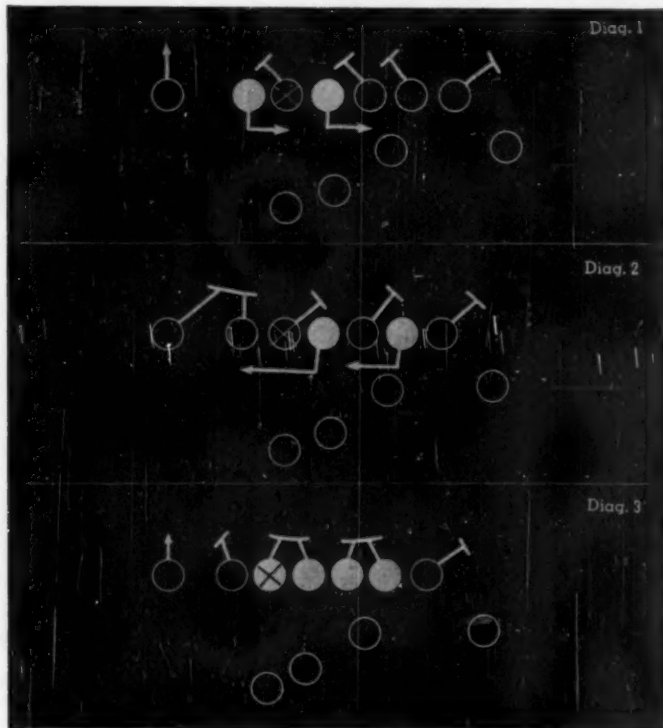
We all know that when defending an attack, you must give up something. We give up the short pass. But we get plenty in return. With this defense, we feel that the opponents cannot pull their guards and go strong side without letting one of our linemen shoot through and break up the play (Diag. 4).

We also know that their weak-side reverse won't be able to operate under practiced and designed conditions without allowing one of our linemen to come through unmolested (Diag. 5). And we also feel that our spacing completely discourages double-team blocking or at least greatly saps its effectiveness (Diag. 6).

Now let's look into the individual responsibilities of the 11 men in this unorthodox seven-diamond defense.

Defensive Weak-Side End: Play arm length from the offensive end. If the end blocks to the inside, drive to a point two yards beyond the scrimmage line and expect a play coming back at you. If end should release downfield, and halfback and fullback start toward the power, drop back to the line of scrimmage.

(Concluded on page 60)



FIVE WEAPONS

Against the Big Pivot

By CLAIR BEE

SINCE 90% of our basketball teams employ some type of pivot attack with a mastodon in the key position (there are approximately 11,000 males over 6-6 in the U. S., most of whom seem to be playing the pivot), the problem of defending the tall boy is a vital one, indeed.

Most teams employ the big man

both as a scorer and a feeder, and as he goes so usually goes the team. It follows, then, that any defense which can restrict his possession of the ball will reduce his effectiveness and attenuate the offensive pattern. It will, in addition, minimize the loss of valuable players through guarding fouls.

Notice that the stress is on re-

stricting possession. You can't let him get the ball. Once a good big man gets the ball underneath, defense becomes very tough. It's practically impossible to prevent him from getting off a good shot.

The following measures are offered, in order of preference, as possible coaching solutions to the problem:

Play between the ball and the pivot man. This requires considerable practice but it pays off, particularly against a strong-shooting pivot man. The guard should play in front of the pivot man (Diag. 1) until the latter moves out 12 feet from the basket.

When playing in front, the guard should keep his hands up and never turn his head to locate the opponent. Surreptitious glances from the corner of the eyes are permissible, but never a full turn of the head. A smart ball-handler and pivot man can play hob with such a guard.

If the pivot man breaks around the guard to meet the ball, the guard may consider the defense a success. The pivot will no longer be in dangerous shooting territory, and the guard may drop behind him in orthodox guarding position. The guard should now be prepared to switch off, if necessary, or to open up and permit teammates to slide through.

Many pivot men who are guarded from the front will signal for a shot or loop pass. This play will never succeed if the defense cooperates properly, and may often wind up in an interception.

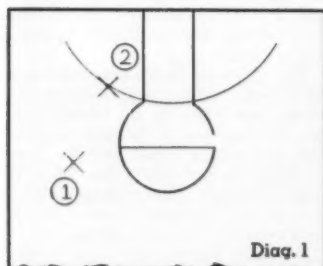
As you may see in (Diag. 2), X-2 is playing in front of pivot man 2. No. 1 passes to 2 or attempts a field goal. Since the pivot is in ideal position for follow-up efforts, X-3 (the farthest man from the ball) must come to the rescue.

Since the ball has been handled on the opposite side, X-3 has sagged back so that on a shot or overhead pass he can easily break between the pivot man and the basket. X-2 cuts to the other side of the basket to box out No. 3 and try for the rebound.

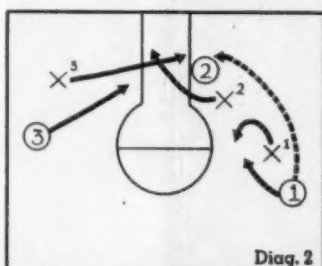
Sandwich the big man. Few modern teams use a standing guard in the strict sense of the term. But you can still find specimens of the species, particularly on teams built around a big pivot man. The team will rely so heavily on the pivot that one of the backcourt men may forget about scoring and devote himself to innocuous ball-handling and defense.

In such instances, the guard taking him may drop off and play be-

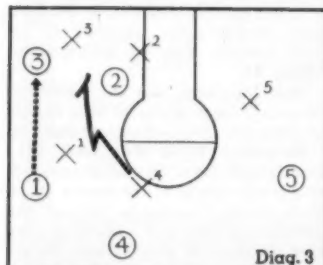
(Concluded on page 44)



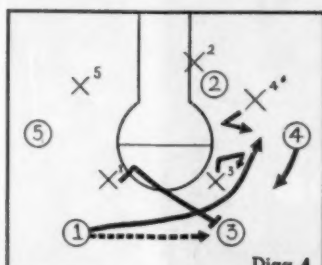
DIAG. 1, playing between ball and pivot man. If latter breaks around guard to meet ball, defense has been a success.



DIAG. 2, how far defensive player, X-3, cooperates with X-2 when 1 passes to the pivot man, 2, or attempts a field goal.



DIAG. 3, how big pivot man, 2, may be sandwiched by having backcourt man, X-4, float between the ball and basket.



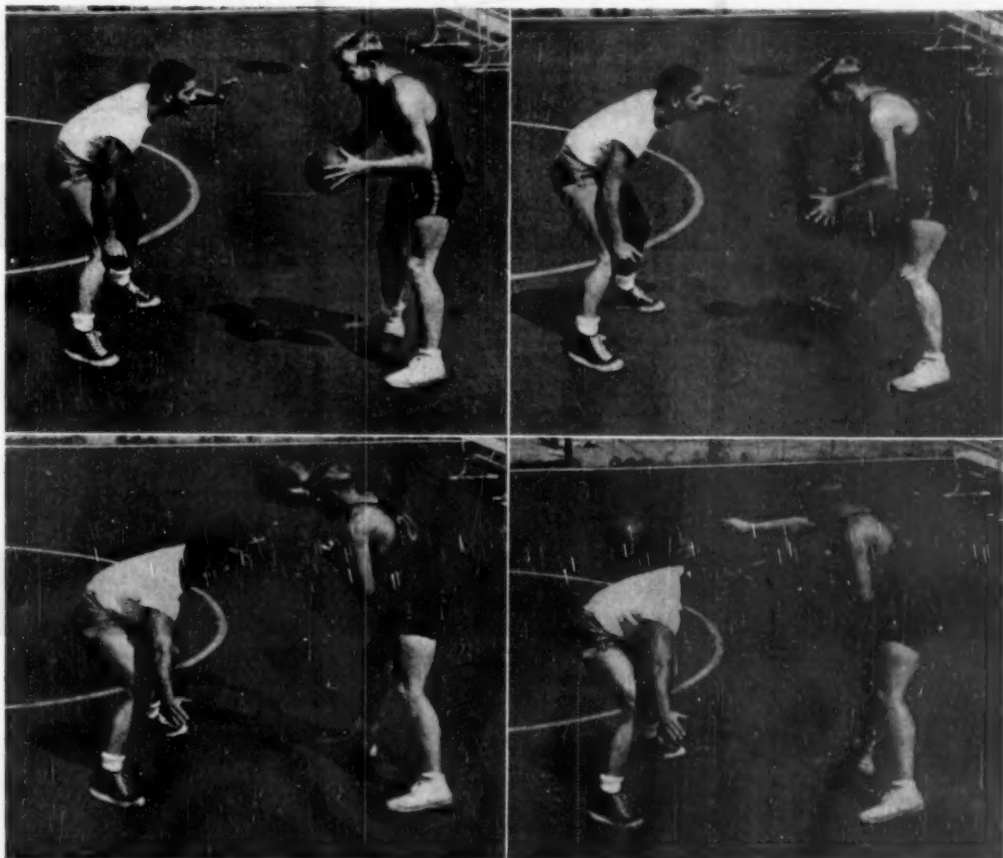
DIAG. 4, switching defense with float or sag. Note how X-3 switches twice, first to 1 and then to 3 as the players cross.



WRONG With the guard sloughing off (collapsing) against him, the passer plays right into his hands by looking directly at the pivot and passing in. It doesn't take any great defen-

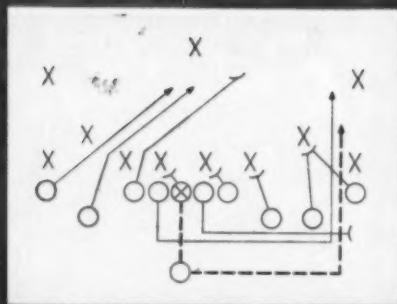
sive ability to diagnose the pass and quickly step over to intercept it. *Moral:* When feeding the pivot against a collapsing guard, never make a direct, unadorned pass.

Feeding the Pivot • Demonstrated by Dick Dickey

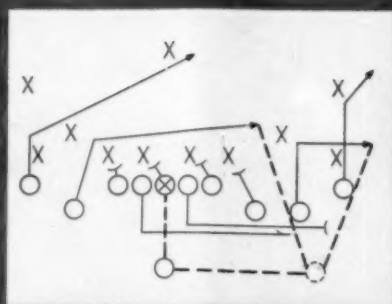


RIGHT This is the correct way to feed the pivot. The passer first brings his guard in close, fakes to the left, and then—using peripheral vision—passes down the right side. The

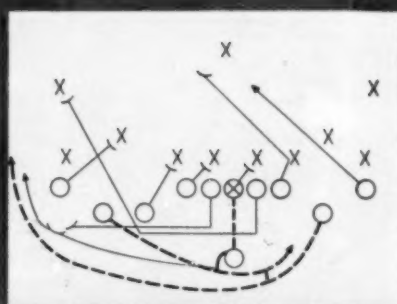
better passers always use ball and head fakes to keep their guards "honest." A head or ball fake followed by a bounce pass represents the best safety valve extant.



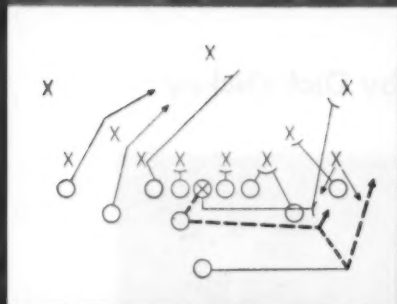
Sweep vs. Loose Six-Man Line



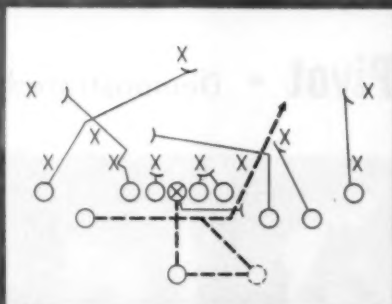
Six-Pass to the Strong Side



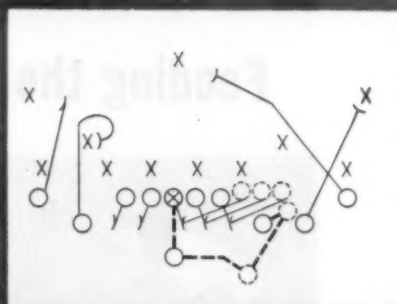
Double Reverse vs. Six-Man Line



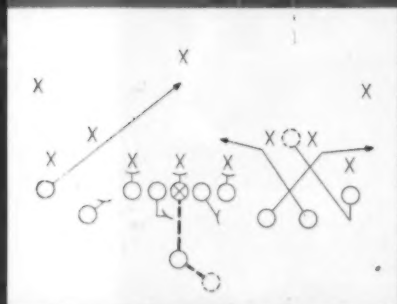
Pinchout Against Six-Man Line



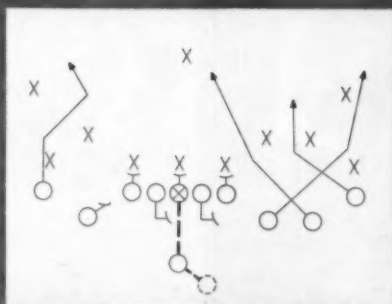
Shovel Pass to the Strong Side



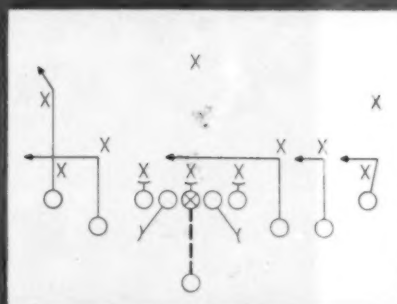
Outside Screen vs. Six-Man Line



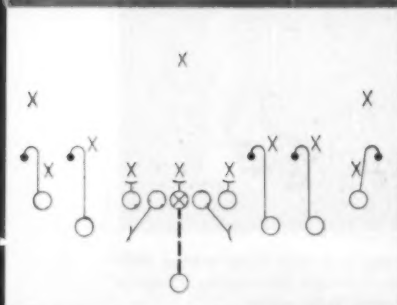
The "50 Short" Pass Pattern



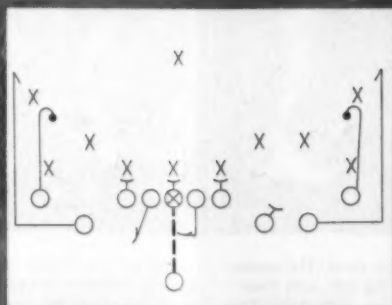
The "50 Long" Pass Pattern



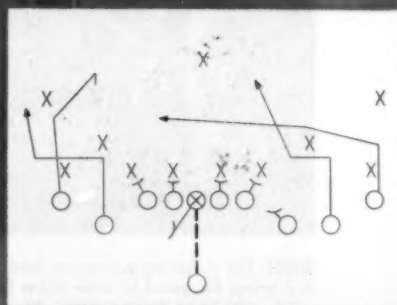
Trailer Pass Left Pattern



All-Round Pattern in Short Zone



Deep Pass with Hooking Ends



Deep-Trailer Pass Pattern

T.C.U.'s spread formation



NONE of us here at Texas Christian would hold, even for a moment, that the type of spread we have evolved is the best. Certainly, we would not say it is the last word. At the same time, the formation and its variations that we now use have given us some measure of success in recent years.

How much of our success has been due to the fact that the spread is relatively new and strange to most opponents after a steady diet of T, I will not try to estimate. It is obvious, however, that defending against a scattered formation is vastly different from playing against the closed, power setups. In any event, we have been able to gain fair yardage against all opponents and defenses.

Reprinted by permission of Prentice-Hall, Inc., from Dutch Meyer's superb new text, Spread Formation Football. For a detailed review, see page 64 in last month's issue.

Our basic spread has been called simply a wide double-wing or triple-wing with the ends split out. To some degree this is true. **Diag. 1** shows our basic, spread right formation.

As a general rule, the five middle men in our line are normal for a balanced-line operation. Our ends are split out from the tackles, approximately eight yards on the "weak" side or away from the fullback. On the "strong" side, or side on which the fullback is stationed, the split is approximately nine yards.

The tailback is directly behind center, five to seven yards deep. The

three up backs take a normal wing-back's position as regards the line of scrimmage—that is, they are a yard back. It is of great importance that this depth be accurate at all times.

As to the spacing of the up backs, we place the fullback three yards out from the tackle, the halfback three yards beyond the fullback, and the end three yards beyond the halfback. The back on the weak or "off" side splits the distance between tackle and end—about four yards from each.

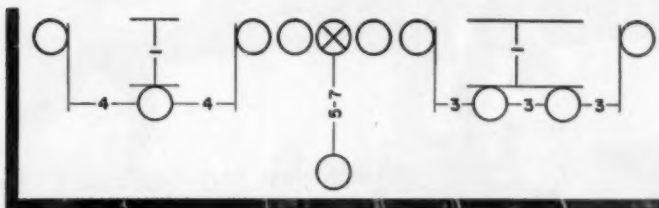
It can be readily seen that this makes for an almost balanced formation. Only the fact that the fullback has moved right makes it "strong" in that direction. And it is just as easy to take the formation left, making the adjustments for distances on either side.

As will be discussed later, it is possible to vary this spacing now and then according to type of play and defensive alignment. However, for the most part we find that the spacing shown here times out best under normal conditions. Experimentation may reveal that slight changes are necessary for some teams or players but we recommend this standard setup as a starting point.

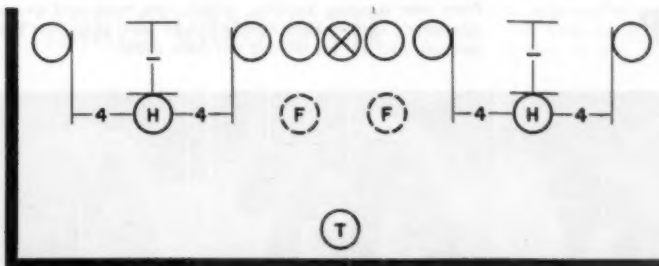
As a glance will show, only the tailback is in a position to receive the snap from center on this basic formation. However, it is possible to get a quick, forward handoff to the fullback for a short reverse. Or by starting them in motion, the halfbacks can take a handoff from a full or half spin by the tailback for wide sweeps or a reverse pass.

NORMAL FORMATION

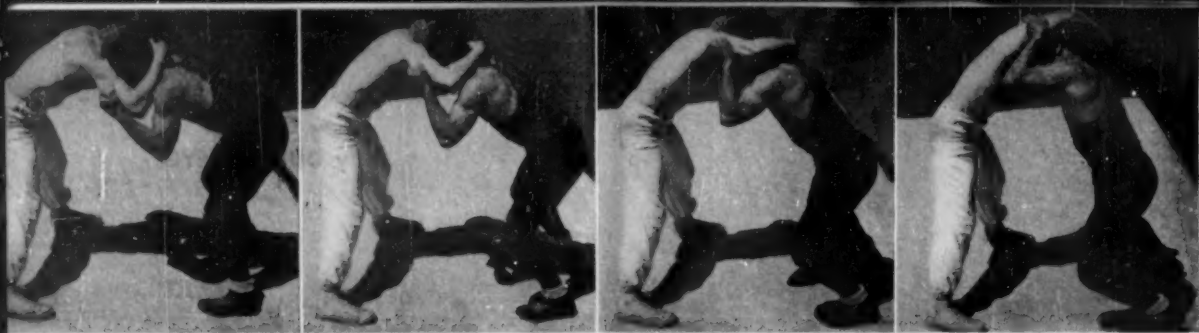
While we found that the basic formation worked very well, we also discovered a need for a variation (Continued on page 55)



Diag. 1, the spacing on Texas Christian's "basic" spread.

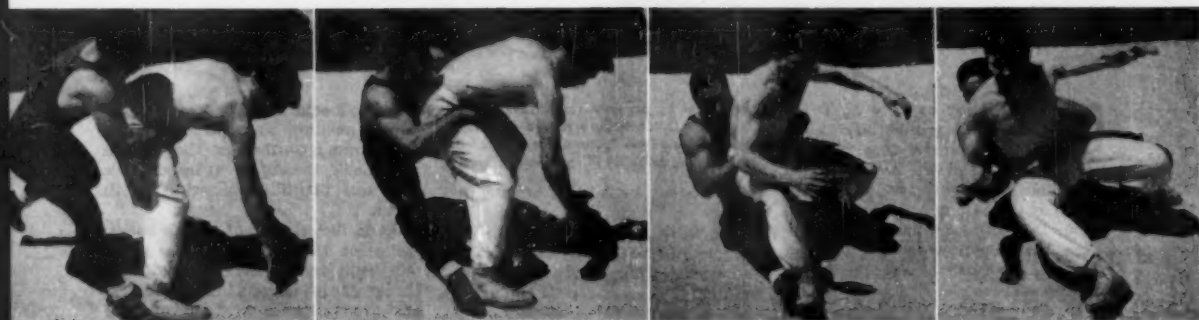


Diag. 2, the spacing on T. C. U.'s "normal" formation.



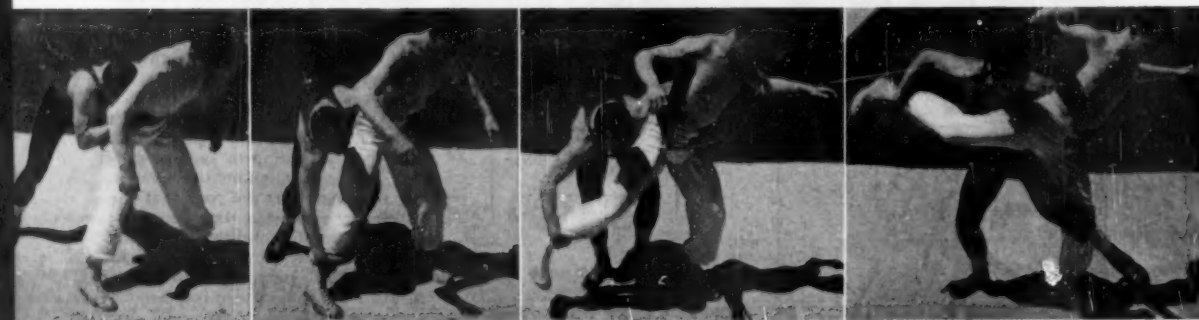
▲ UNDERARM SNEAK

After circling to the right in the collar and elbow position, the aggressor moves quickly to the left and pushes the opponent's right elbow up sharply with the left hand (pictures 1-2).



▲ BACK HEEL & LAY BACK

From the basic rear standing position following an underarm sneak, the aggressor quickly hops on the opponent's right heel with the instep of right foot (pictures 1-2). He



▲ LEG LIFT & TRIP

From rear standing position, unlock right hand and grasp opponent's right ankle. Lift man's right foot, swing left leg through, and cut his left leg out from under.





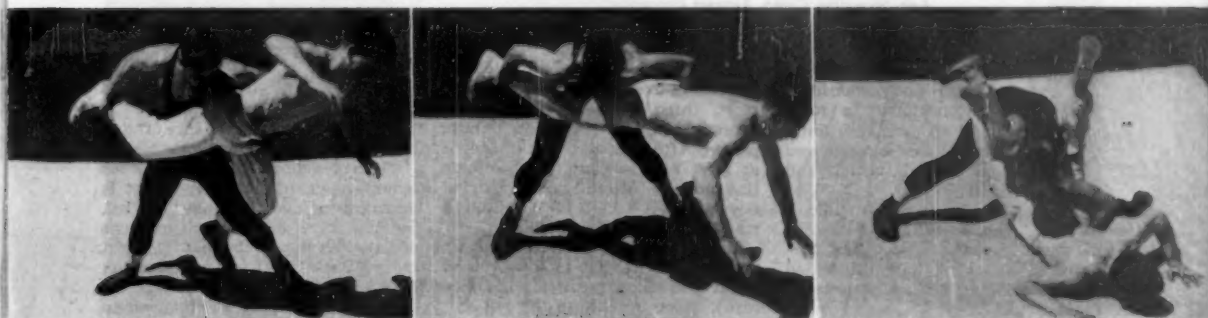
tures 3-5). He ducks under the lifted arm (pictures 5-6), applying pressure on the back of this arm with his head. At the same time, he swings to position behind the oppo-

nent. The left hand is brought down and across from the man's elbow and the right arm is swung down from behind his neck to lock hands around the opponent's waist.



pulls the man vigorously backward and to the right (pictures 3-5), accelerating his momentum by swinging to the top during the fall (pictures 6-7). When executed by the

numbers, the maneuver breaks down as follows: (1) Step on right heel with instep; (2) Lay back, pulling opponent to mat and twisting vigorously so that you land on top.



▼ ANKLE GRAB & SIT

As opponent brings foot between your legs, grasp it at heel with both hands and lift. At same time, sit back hard, turning as you land in order to gain offensive position.





SINGLE LEG DROP: Push man's right elbow up and swing to outside of his right foot. Drop to right knee and hook his leg from behind with left arm. Rise immediately to feet and lift the leg, pushing heel upward with right hand until the opponent falls to mat.

PART 1 • TAKE-DOWNS

Wrestling Illustrated

By A. G. SIDAR, Jr.

Asst. Wrestling Coach, Rutgers University

BEGINNING wrestling instructors charged with the responsibility of administering a mass gym-class program are constantly imploring their more experienced brethren for helpful visual and technical aids.

Such materials are pretty difficult to locate, and it's with this thought in mind that the writer has prepared a series of four illustrated articles covering all the basic techniques.

At first glance, this wealth of material may appear intimidating. Can all these maneuvers be taught to gym classes? The answer is yes. All of them have been taught to freshmen classes at Rutgers for the past six years.

The maneuvers will be presented in the order in which they are taught. We always start with moves in the self-defense category. This stimulates interest in the activity and prepares the boys for the more complicated stuff to follow. All of the maneuvers in the first article fall in this category.

Before starting instruction, it's essential to give the class a calis-

thenic period of large muscle and stretching exercises. Only two or, at most, three maneuvers should be presented in any 30 to 40 minute period. After the class has mastered at least two take-downs, competition may be introduced by pairing boys of equal weight for a session of standing wrestling.

Underarm Sneak (sequence on pages 12-13): Circle to the right in collar and elbow position (first picture). Move quickly to the left and push opponent's right elbow up sharply with the left hand.

Duck the head under his arm and apply pressure on the back of this arm with the head. Simultaneously swing to a position behind the opponent, the left arm encircling his

waist and the right dropping from his neck to lock hands around his body.

By the numbers:

1. Circle to right in collar and elbow position.

2. Push elbow, duck head under arm.

3. Back pressure with head and swing behind to lock hands.

Standing position behind opponent. This is a good time to teach the proper position to maintain when behind an opponent and on your feet. The first picture of the Leg Lift and Forward Trip sequence on pages 12-13 offers an excellent example of this position. All of the following fundamentals may be observed:

1. Body bent at waist, shoulder against opponent's lower back.

2. Arms around waist, hands locked on opponent's hip in wrestler's grip.

3. Head in position over locked hands with neck drawn in.

4. Feet comfortably spread and back, away from opponent's feet.

The rules do not allow points for a take-down until the opponent is down on the mat and under control. So from here on we teach methods of dropping him to the mat. The first move (Back Heel) is a continuation of the underarm sneak. In fact, all methods of bringing an opponent to the mat from behind are preceded by an underarm sneak.

Back Heel (sequence on pages 12-13): From the aforementioned rear standing position (following the underarm sneak), quickly hop on the opponent's right heel with the instep

THIS is the first of a series of four articles by A. G. Sidar, Jr., freshman and asst. varsity wrestling coach at Rutgers U. A former Rutgers wrestler himself, Sidar lost only two bouts in his career. Upon graduation, he was appointed assistant coach and later on attained the ranking of asst. professor in physical ed. The superb picture sequences in this series were set up especially by Coach Sidar, with three fine Rutgers wrestlers—Fred Futchko, Nick Lorusso, and George Mulligan—serving as demonstrators.

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of the right foot. Pull him vigorously backward and to the right, accelerating his momentum by swinging to the top during the fall.

By the numbers:

1. Step on right heel with instep.
2. Lay back, pulling opponent to mat and twisting to land on top.

Leg Lift & Forward Trip (sequence on pages 12-13): From the rear standing position (following the underarm sneak), unlock the right hand and quickly grasp the opponent's right ankle. (Note in the sequence that all five fingers are wrapped deeply around the ankle. This is much stronger than a palm grip.)

Next, quickly lift the opponent's right foot clear of the mat, while

swinging the left leg between his legs and cutting his left leg out from under. While performing the cutting motion, push the left shoulder into the man's lower back and raise his right leg still higher.

By the numbers:

1. Pick up ankle.
2. Swing leg through.
3. Cut lift, and shove.

So far, the opponent has been "cooperating" with the aggressor, so that all moves could be perfectly executed. At this point, we give the dummy an opportunity to perform an aggressive self-defense maneuver.

Ankle Grab & Sit Back (sequence on pages 12-13): From the rear standing position, the aggressor is

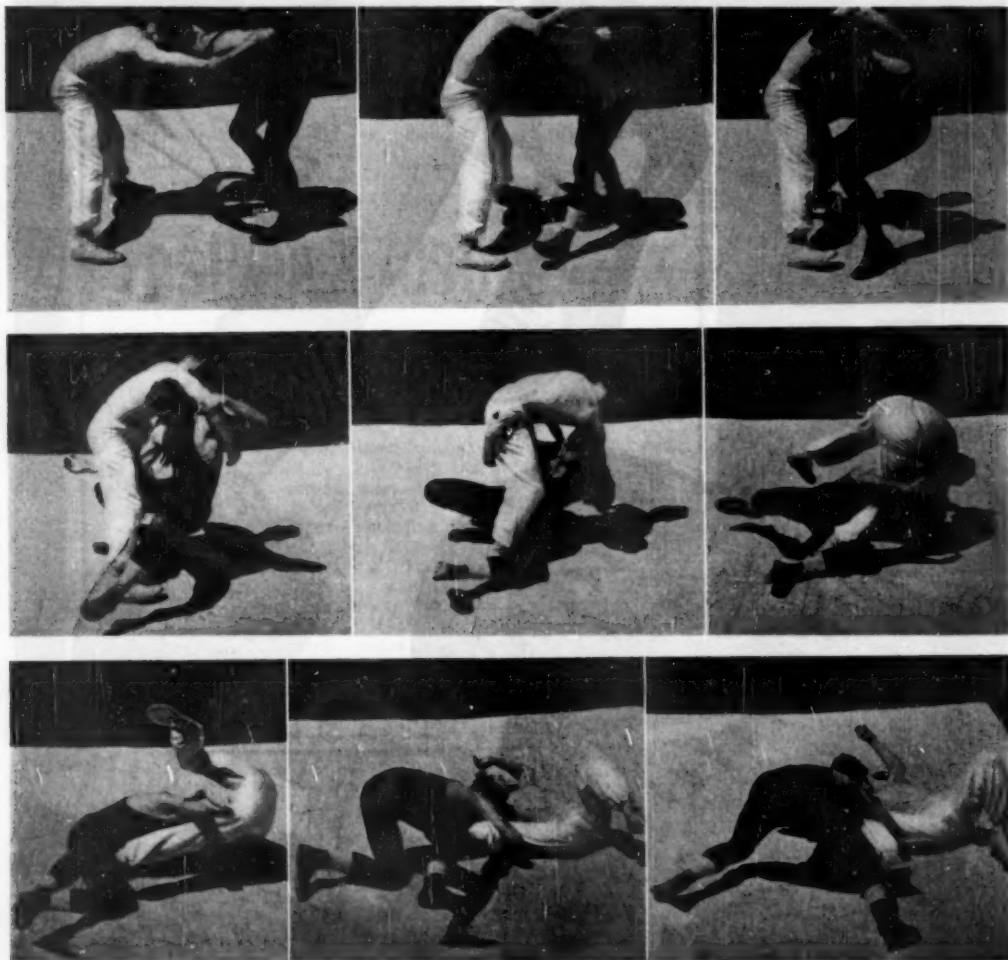
either requested or maneuvered into placing his foot between the defender's legs. The latter quickly grasps it at the heel with both hands and lifts. At the same time, he sits back hard—turning as he lands in an effort to gain an offensive position.

By the numbers:

1. Reach through and grasp ankle.
2. Lift ankle and sit back hard.
3. Turn to come out on top.

Tip Back: Though this is worked more frequently from a position on the mat when the opponent stands up, it can also be effectively used after the completion of an underarm sneak and the assuming of the basic rear standing position.

The right hand is dropped from (Continued on page 68)



FIREMAN'S CARRY: Grasp opponent's right arm above elbow, duck head under and step to outside with left foot. Then take his inside right thigh with right arm and swing

right leg between his legs. From here, fall to left hip and start roll to left, maintaining tight hold on man's arm and leg. Roll to knees, dumping opponent to mat.

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Basketball Coaches' Survey

By ELAM R. HILL

Coach, Edison High School, Fresno, Cal.

- What's the most popular attacking pattern?
- How are most fast breaks organized?
- When should a team start to stall?
- What's the best attack against a zone?

HAVING played and coached basketball for the past 20 years, I've formed some definite opinions on the various aspects of the game and how to teach them. But, like most coaches, I've never been able to substantiate my theories. In comparing them with those of other coaches, I've always felt the need for concrete answers to such vital questions as:

1. Is there a home-court advantage, and if so how great is it?
2. At what point in the game is it wise to initiate stalling tactics? Pressing tactics?
3. What's the best slow-break formation to use against a man-to-man defense? Against a zone defense?
4. On the fast break, should the ball be advanced down the middle of the floor, down a side, or should it be left to the players?
5. What are most coaches using in the way of defense?
6. What about charting, scouting, and special plays and strategies? How extensively are these devices used and how helpful are they?
7. What does the average coach think about the officiating of his games?
8. How important is height to the success of a team?
9. What individual attributes do coaches look for in screening the candidates?

With these and many other questions in mind, the writer circulated a questionnaire among 100 high

school basketball coaches in Central California. Eighty-six percent of the men responded—reporting on approximately 1,000 players.

Though the limited scope of the study precluded any claim to national significance, it was felt that since both the rules and the techniques of the game are now pretty well-standardized, the findings might prove both interesting and helpful to coaches everywhere.

In studying the following extract, the reader should keep in mind that the data relates only to the 1951-52 season.

OFFENSES USED

Though the coaches were about evenly divided in their preference for the slow or fast break as their predominate offensive weapon, a definite tendency toward the fast break was noted among the winning coaches. This may be partly attributed to the fact that winning teams generally possess experienced personnel, which usually is essential to the success of a fast-break offense.

Insofar as slow-break offenses are concerned, the optional type (a loose pattern with the players adapting to the particular situation) proved to be most popular, followed by the single-post attack and the set (stereotyped, inflexible) pattern. The double post, the weave, and the freedom offense followed in that order.

Apparently made no difference what type of slow break was employed. Winning as well as losing teams favored the optional pattern of offense, and representatives of both

groups employed the set pattern and single and double posts.

ZONE ATTACK

The 1-3-1 formation comprised the most popular attack against the zone. The overload was No. 2 and the double post No. 3. These three formations constituted 60% of all those employed. However, 12 other formations were listed by the remaining 40% of the coaches.

If degree of usage is a criterion of success, we may conclude that the 1-3-1 proved to be the most successful attack against the zone.

(It should be understood that many coaches used the fast break as the first weapon, in an effort to beat the zone to the basket, then—when the fast break failed—resorted to a more deliberate pattern.)

FAST BREAK

80% of the coaches chose the middle of the floor as the most advantageous avenue for advancing the ball on a fast break. 18% preferred to let the players to pick their own route, while only 2% taught their players to work the ball down a side.

Most experts agree that the middle path affords more scoring opportunities, since it puts the players in the best position to either shoot or pass off, right or left.

STALLING TACTICS

Before initiating stalling tactics in the last five minutes or less, the average coach requires a point lead equal to twice the number of remaining minutes. For example, with five minutes remaining, a 10-point lead would be required; with four minutes, an eight-point lead, etc.

This refers of course, only to the average situation. Individual game conditions may nullify the utilization of the above formula.

TEAM DEFENSE

The combination man-to-man and zone defense finished No. 1 both in popularity and success. The man-to-

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man was second in usage and success, and the zone last.

Paradoxically enough, 57% of the coaches, when asked which defense they'd select if only one could be used, chose the man-to-man. Only 27% chose the combination type, and 16% picked the zone.

The zone was employed by only 19% of the teams winning 75 to 100% of their games, but by 34% of those winning less than 75% of their games. This may be partially explained by the fact that coaches of inexperienced teams often find the zone more suitable to their boys' abilities.

PRESSING DEFENSE

To obtain some idea of what the average mentor would do under normal conditions, the coaches were asked whether or not they'd instruct their teams to begin a full-court press with six minutes remaining and their team five points or more behind.

61% of the coaches indicated that they wouldn't start a press under those conditions, while 39% answered in the affirmative. Apparently most of them would prefer to play their regular game a little longer, for fear, no doubt that the strategy might boomerang and cost them whatever chance they had of winning.

USE OF CHARTING

25% of the coaches did no charting, 75% charted one item or more, while only 14% charted as many as six items. However, no significant relationship could be established between the amount of charting and the percentage of games won. Teams winning less than 50% of their games charted as much as teams winning over 50%.

TEAM HEIGHT

A definite correlation was noted between a team's height and its won-lost record. Generally speaking, the taller the team the more games it won. Teams winning 0 to 25% of their games had an average height of 5-9½; those winning 25 to 50% averaged 5-10½; the 50 to 75% win group averaged 5-11½; and the group winning 75 to 100% of their games averaged 6½.

Though a comparatively short team may win a championship now and then, it appears that height is an almost indispensable ingredient in winning basketball.

USE OF SCOUTING

The average coach did very little scouting. 65% of the coaches scouted 25% or less of their opponents before playing them. Only 14% scouted as many as 25 to 50% of their foes, 11% scouted 50 to 75% of them, and only 10% scouted as many as 75 to 100% of their future rivals.

Such factors as available scouting personnel, expense, and traveling distance undoubtedly play a large role in the scouting of opponents.

SPECIAL PLAYS

A list of eight special plays and

strategies were submitted to the coaches for commentary on their usage—tip off at center of court, out of bounds under own basket, stall in last few minutes, out of bounds at sideline in front court, jump ball at own basket, jump ball at opponents' basket, foul shot at own basket, and foul shot at opponents' basket.

It was found that with only one exception the group winning over 50% of its games employed more of these techniques than the group winning less than 50%. Whether the special plays and strategies were responsible for the greater winning percentage couldn't be determined. But the evidence indicates that it would pay losing coaches to experiment with such devices.

HOME-COURT ADVANTAGE

The study revealed a definite home-court advantage. The average team won 33½% more games at home than it did away—averaging 40 points per game on visiting courts, and 46 points per game at home.

From this evidence, we may conclude that the home-court advantage is worth six points—that a team must generally be seven points better than an opponent to win on the latter's court. The particular circumstances may, of course, render the advantage larger or smaller.

FOUL SHOOTING

89% of the coaches allowed their boys to shoot fouls any way they chose. 88% of the boys used the one-hand push, 8% the two-hand underhand, 3% the two-hand chest, and 1% employed other types of deliveries.

Though both winning and losing teams spent the same amount of practice time on foul shooting, the teams with poor foul-shooting averages showed correspondingly poor winning percentages.

The average for all teams was 51%, with home-court averages being 53% and away-game averages only 48%. The average team, regardless of its won-lost record, showed a 5% better foul-shooting average at home.

FIELD-GOAL AVERAGE

The average team sank 31% of its field-goal attempts at home, and 29% when playing away. Again, as might be expected, its field-goal average correlated closely with its winning percentage.

It was found that 92% of all field goals exclusive of dump shots and tip-ins, were taken with either the one-hand push shot (67%), the jump shot (16%), or the hook shot (9%). This percentage would, no doubt, vary in different sections of the country. It does, however, attest to the great popularity of the one-hand delivery in the area under investigation.

OFFICIATING

An attempt was made to determine the coaches' feeling toward their officiating. Each coach was asked to submit three complaints about the offi-

(Concluded on page 59)



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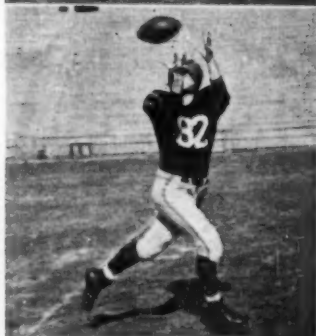
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END PLAY

Blocking • Defense • Pass Receiving

By BILL WHITTON, End Coach, Lehigh University

MANY beginning coaches have no clearcut conception of the many factors involved in end play, both offensively and defensively, and as a result never get the most out of the position. Their ends become transients in the practice scheme, shuffling between backfield and line drills without ever concentrating on their specific needs.

Though the duties of the end correlate closely with the particular offensive or defensive pattern, most of the fundamentals are universal and may be outlined briefly and clearly.

Offensive Blocking

1. Give an end a stance he can use. Sprinter stances are popular, but they afford fast movement only straight ahead and toward the open side on which the leg is back. It definitely hampers blocking on the side of the advanced, or "up," leg. A square or heel-and-toe stance is more functional and will enable your end to block in any direction.

2. Don't allow the end to plant either foot flat-footedly. A flat foot cannot be moved quickly. Make him move from the balls of his feet.

3. Here are two basic blocking

All the fundamentals involved in pass receiving are graphically demonstrated by this Princeton end. First of all, the pass is perfectly thrown—having just enough lead for the end to reach without breaking stride. The end reaches for the pass with the fingers well-spread but relaxed, thumbs pointing out. He catches the ball with the hands and then brings it to his body, while moving at top speed. Note that he keeps his eye on the ball up until it falls into his hands.

rules for ends: (a) When blocking from an angle, step off with the near foot; (b) when blocking an opponent head-on, start with the foot opposite the direction in which you hope to drive him. Illogical as it sounds, this brings you into better driving position.

4. When moving the near foot into blocking position, make the step short. With a short step, it's possible to bring the body over the advanced leg. If the step is elongated, the tendency is to raise the trunk—producing poor blocking position.

5. Teach your ends to shoulder block—first, the straight shoulder, and then the reverse shoulder block. The cross-body and reverse-body blocks are merely follow-blocks assumed from shoulder block instigation. If you emphasize these few blocks, you'll gain better results.

6. Insist that your ends take their heads into the block. Any bearing away of the head, will take the rest of the body away also.

7. Driving an opponent at least two steps before working for a turn is passé. Turn your man when you feel you have him. Many defenses will yield to the two-step backward drive, then slip off and play for a limited two- or three-yard gain.

8. When hooking a defensive end, stay low and step out and up with the outside foot, carrying the trunk well over the advanced member. Then "shoot" from the advanced leg, driving out on extended hands, bringing both legs up and trying to bring the inside knee into the opponent. Keep the head up and maintain the crab on the outside. In this case, inside escapes aren't as dam-

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Syracuse, New York
Edw. J. Bone Co.
51 Genesee St.
Buffalo, New York
- **NORTH CAROLINA**
All Sports Store
51 Patton Ave.
Asheville, No. Carolina
Block-Stroud
581 Fourth
Winston-Salem, North Carolina
Johnson-Lembo Co.
118 B. Salisbury
Raleigh, No. Carolina
- **NORTH DAKOTA**
Colborn School Supply
Grand Forks, North Dakota
Colborn School Supply
Billings, Montana
- **OHIO**
Cleveland Sport Goods Co.
3725 Euclid
Cleveland, Ohio
Cincinnati Ath. Goods Co.
119 W. Fourth
Cincinnati, Ohio
Chesman Hardware Co.
619 Main St.
Zanesville, Ohio
U. S. Sporting Goods Co.
Van Wert, Ohio
- **OREGON & ALASKA**
Frank D. Cohen Co.
516 S. W. Main
Portland, Oregon
- **PENNSYLVANIA**
Mitchell & Ness
1312 Arch St.
Philadelphia, Pa.
Bum's Sporting Goods Co.
3rd & Market
Rumrort, Pennsylvania
Kurtz Bros.
4033 Bennett St.
Pittsburgh, Pa.
- **TENNESSEE**
Nashville Products Co.
158 Second Ave. N.
Nashville, Tennessee
Athletic House Inc.
522 S. Gay St.
Knoxville, Tennessee
Martin-Thompson Co.
706 Cherry
Chattanooga, Tennessee
- **TEXAS**
C & S Sporting Goods Co.
Austin, Texas
W. A. Holt Co.
Waco, Texas
- **VIRGINIA**
Virginia School Supply Co.
104 S. Foushee
Richmond, Virginia
National Distributing Co.
131 Randolph
Norfolk, Virginia
- **WASHINGTON**
Athletic Supply Co.
238 Seneca
Seattle, Washington
Bill Hatch Co.
11 So. Howard
Spokane, Washington
- **WISCONSIN**
Reiger Sporting Goods Co.
418 State St.
Madison, Wisconsin
Chippewa Valley Sporting Goods
Eau Claire, Wisconsin

FAIR PLAY MFG. CO.
73 Thayer St., Old Maine, Iowa

aging as a slide off into the ball-carrier.

9. Run over back-ups, using shoulder blocks when possible. In any event bring the block through the man, not merely up to him. Cross and reverse body blocks can be employed in keeping with the situation. However, the initial shoulder-block technique gives pointed direction to whatever may be used. Don't neglect a screen block when you have definite position between the back-up and the ball-carrier.

10. Remember, when sending an end out, that he can take only one step downfield before coming across a back-up, who usually plays well up near the line. Better results can be obtained by splitting the end wider, thus avoiding the jam. Though he may have farther to go, he'll move in a straight line—which is better than the shorter but around-the-corner movement.

11. When blocking downfield, take the most direct path to a position between the ball-carrier and the defensive man. Make a liberal allowance for defensive reaction.

12. Downfield blocking should be initiated with shoulder-blocking technique. Again, this brings the blocker into the man and allows good contact from the resultant cross-body or reverse-body block. If the end should find himself on the ground, he should galvanize his movement into a roll and attempt to tangle up his opponent for the greatest time possible.

Defensive End Play

1. When a defensive end is committed to a position where he may be hooked by the offensive end, he should play him with his inside leg up. He should drop his armpit over his inside knee, thus lowering his shoulder, and point slightly inward, so he can watch and move on the ball. He should move first from his outside foot, presenting shoulder and knee to the offensive end or to any quick inside-out block. Then he can bring his inside leg up and slide into spot position. This is called the one-step-and-slide maneuver.

2. The two-step-and-slide method is utilized in the wide six- or seven-man line defense. The end must play with his inside leg back. He first moves his inside leg up, then brings the outside leg up quickly, sliding into a "spot" position with the inside leg up. The outside leg should be braced with the foot at a 90° angle to the body. This angle permits quicker escapes to the outside and facilitates spinning.

3. Equip the ends with definite maneuvers from the "spot" position. Drill and drill until these techniques

become virtually conditioned reflexes. We employ four such stunts, as follows:

(A) Spin In—Spin Out. When spinning, pull the away elbow back and down, at the same time stepping back and around with the away foot. Be sure to pull the elbow down as well as back. This makes for a quicker, more compact spin.

(B) Cross—Step Out. This involves using the hands and shifting the inside foot across the outside or braced leg. This is repeated across the field.

(C) Down—a drop into a low driving crouch with the hands on the ground and the knees deeply bent. Used to protect an inside responsibility against massed blocking strength. The head is braced up and definitely faces inward. The gathered arms and legs are thereupon used to push up and through to seal off the inside.

(D) Drive In—Drive Out. Drive in from the spot position, using the inside shoulder and forearm as a wedge against the block, shoot the head and outside shoulder under the inside forearm, simultaneously driving through with the outside leg. This will really peel a blocker off his target.

4. Stress the fact that an end should work for good outside angles. Don't fight an accomplished block, but try to recover and angle down field against the ball-carrier.

5. If you want to play low, remember, it's necessary to start low and move low in order to wind up low.

6. When playing against a split end or flanker back, it's necessary to assess your defensive team plan. Usually if the gap allows enough room, drop very low and barrel through quickly. Should the gap be too tight, play on the head of the offensive man. In many instances, it's also wise to drop off the line of scrimmage, forcing the offensive man to step-block before he can get to his target. This increases the difficulty of the block.

7. In order to rush a passer or kicker, get the protecting back or lineman to move. A head fake or a false direction step can sometimes gain this result. When you get the blocker to move, you have him licked. Don't try to bull a man who is set low waiting for you. Against a blocker who is high, it's possible to bull (if you're big and powerful).

8. Ends should invariably rush a passer outside in, not inside out. A shrewd passer who can run fairly well can make an end look like a donkey if he catches him on the inside route.

(Concluded on page 64)

FOR TODAY'S HI-POINT BASKETBALL...

HI-SPEED *Jets*



The MONITOR with ARCH-GARD
Positive traction non-marking molded sole. Full-length cushion insole with Arch-Gard built in. Black or white, men's and boy's.

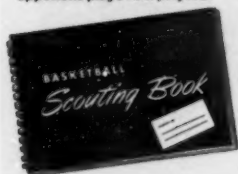
ARCH-GARD®, cushions all 3 vital points

1. Longitudinal arch.
2. Metatarsal arch.
3. Under the heel to lessen jump-shock.



Many a game is decided by that extra "zing" that goes with proper footwear. Red Ball Jets, the hi-speed basketball shoe with Arch-Gard, have special features that will help your teams win games. It's a lighter, springier shoe—perfectly balanced for today's faster game and built to take the roughest, toughest kind of wear. Specially compounded self-cleaning soles scuff off like an eraser to keep their floor-gripping traction for the life of the shoe. Rugged Dura-Duk uppers reinforced at points of strain. Speed up your game with Red Ball Jets—the Hi-Speed basketball shoe.

Free Scouting Book. Write for your copy today. Contains helpful diagrams and charts for recording information on opponent plays and players.



**Red Ball *Jets* by
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MISHAWAKA, INDIANA



LOOKING FOR GOOD FOOTWEAR? LOOK FOR THE RED BALL • RESPECTED FOR QUALITY SINCE 1891

OLD games made NEW

By DODD COPELAND

Pershing Jr. High School, Brooklyn, N. Y.

ONE of the most stimulating challenges in recreational work is the devisation of new games for eager youngsters. Hundreds of original games and new pieces of equipment appear every year. Few, however, stand up under the test of time.

It isn't easy to invent a sound, appealing, competitive game. It requires a great deal of ingenuity and know-how. A game, to endure for any length of time, must possess just the right amount of skill that will make it neither too hard to master nor too easy to learn—that will make a youngster happy to play it and challenge an adult to try it.

Several games which seem to possess this combination of qualities have recently been developed after

extensive experimentation among large health education and recreation groups. Closely allied to popular individual sports, they'll soon become available to everyone interested in promoting games with carry-over value.

One of these games is Chute Golf. This is the answer to hard-hitting golf without a cage in small areas like gyms and backyards. The basic device is a regular golf ball hooked onto a small parachute (an eight-inch square piece of nylon with four short nylon rip cords) which opens in flight and thus keeps the ball from traveling too far.

In the beginning, every time a ball was hit too often or too hard, it would break away from the chute and go flying a hundred yards or more. This weakness was traced to a direct pull on the chute, which loosened the staple connecting the chute and ball.

Additional experimentation produced the solution. When the chute was secured with a type of centrifugal attachment that made the pull come from the side, and a set screw was used to rivet the ball and chute together, the device could then take all sorts of punishment.

With the new attachment, a student could hit the most powerful

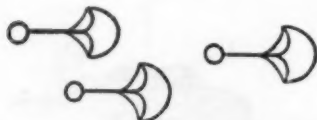


Bowling-simulated Skidpins.

sort of shot—using any club—in any 60-foot area. The ball took off with the chute leading the flight and descended in regular parachute fashion, with the chute above and the ball below.

Its action was so true and its flight so easy to follow that it put all the other types of practice balls to shame. Naturally, the size of the parachute controlled the distance of the shot—the larger the chute, the shorter being the shot. We found that a 10-inch chute proved just about right for a 40- to 50-foot area.

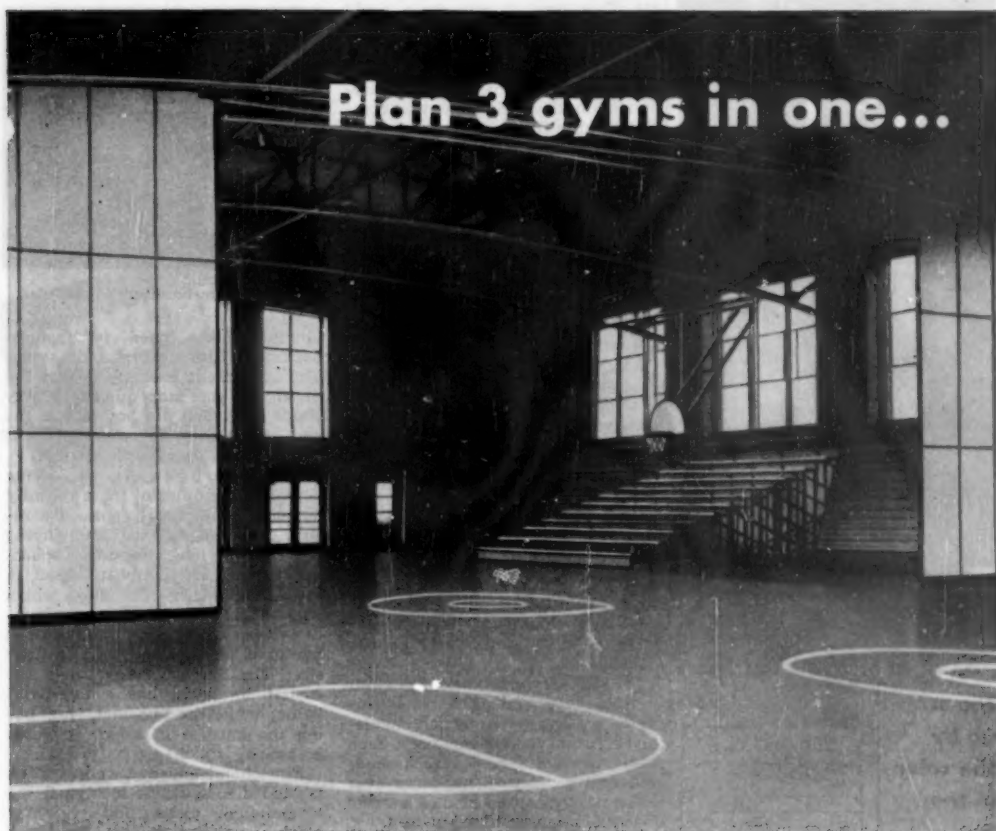
Our next problem was a target for the shots. We experimented with many different types until we hit upon a large canvas backdrop with rectangular-shaped, recessed pock-



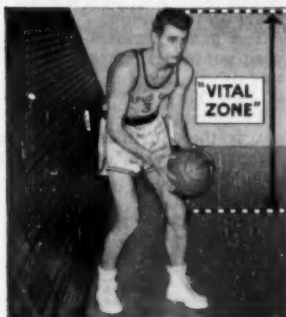
Flight-controlled Chute Golf.



On Guard, a fencing game played with flying disks and wooden rapiers.



with **HORN** folding gymseats and partitions



FOR SAFETY, plan with **HORN**! Horn folding gymseats provide a smooth, sloping surface when folded . . . real protection for the vital zone!

■ With the gymseats folded and the partition closed, your gym is actually two separate units. With seats extended and the electrically operated partition recessed in the walls, it's an exhibition gym that pays its own way.

For planning that gives you three gyms in one, plan with Horn. Horn equipment gives you the design you need for efficient use of space, and the quality of construction you need for long years of trouble-free service. Horn representatives in your area will help you plan your three gyms in one . . . Horn factory crews will supervise your installation.

Write today for details on Horn folding gymseats and folding partitions . . . and the new Horn wardrobes and folding stages!

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Wigwam Socks



The sizes go by the color in the toe



Sock Size	Thread Color
9	Black
10	Green
11	Red
12	Blue
13	Orange

Whatever you want—wear Wigwams.

All materials—
all weights—
all prices.

Soft, springy, absorbent Wigwams, nylon reinforced, provide the all-important foot comfort needed for top performance. And—Wigwams are STA-SIZED* to retain that comfort... no binding, bunching or chafing. Order Wigwams... at leading dealers everywhere.

* Won't shrink below the knitted size.

Hand Knit Hosiery Co.
Sheboygan, Wisconsin



ALL WOOL



PART WOOL
(Also available with colored tops)



CUSHION FOOT



ALL NYLON

ets. This type of suspension could catch and hold the hardest hit chute ball.

With the addition of numbers on the pockets for scoring and a rubberized mat tee, the game was complete. Chute Golf, after a short demonstration, made an instantaneous hit—even with novices.

Since the boys had to meet the chute ball well to raise it off the tee and land in one of the pockets, the game developed real golfing ability. By choosing sides and alternating the equipment, as many as eight players learned to swing a club while enjoying the competition.

Another fine game developed after a long period of experimentation is Skidpins. This game closely simulates bowling. It's played in a small area with a fast 11-foot linoleum alley, 10 small quick-stop candle pins (six-inch long wooden dowels with metal rings fixed in the center), and two skid-disks (five-inch wooden disks with two-inch handles).

The player slides the skid-disks down the linoleum alley at the 10 candle pins set up regular ten-pin style. Due to the true action of the disks on the linoleum, Skidpins furnishes good training for the regular game.

The game accommodates from four to eight boys, and possesses a simplified scoring system which enables the greenest tyro to keep score. Each frame is always scored as a separate entity. There's no carry-over to the next frame in case of a strike or spare, as in regular bowling.

The boy gets two chances in each frame. If he knocks down less than 10 pins in his two chances, the total number knocked down comprises his score for the frame.

If he makes a strike, he gets a "10" for the frame plus two additional chances. His score for each extra chance is marked in the upper corner of the frame. It is thus possible to score a total of 30 points in one frame, thus: 10^{10+10} .

On a spare, the boy gets only one additional chance, and his score may thus read: $10+7$.

An inexpensive game, Skidpins



Pingminton, handball in the air.

eliminates the need for padded backstops and special ball racks. The equipment is made so that the disks and pins stop quickly in any small area. The pin boy sits at the end of the alley and merely blocks the pins and disks with his feet.

On Guard, a new type of fencing activity, is another of these recently developed individual games. It consists of spearing varized flying disks with long wooden rapiers.

There are six fibreboard disks, in the shape of large flat rings, which vary in size from eight to four inches and possess a value ranging from five to 50 points, depending on their size. The largest ring, being the easiest to catch, has a five-point value; while the two-inch ring, being the hardest to spear, is worth 50 points.

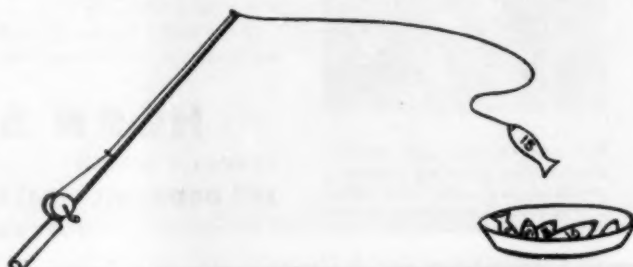
Fine hand-and-eye coordination is needed to spear these high-flying ring-shaped disks, and we may safely assume that this can carry over to fencing with its quick lunges and thrusts through openings.

The game may be played in singles or doubles. When played as doubles, the partners work together sailing the disks back and forth to build up their score.

The game, incidentally, has just been put on the market by the distinguished General Sportcraft Co. of New York City.

Pingminton, the handball of the air, is the fourth game developed through experimental recreation.

(Continued on page 69)



Magnet-catch metal fish with magnet attached to miniature reel

All-Around PERFECT PERFORMANCE PENNSYLVANIA

PENNBILT
PB-6
Basketball
For Varsity
Play



GRIP-GRAIN Rubber Cover for Finger-Tip Control

Designed for perfect "feel" and ease of handling, the Pennbilt's scuff-proof Grip-Grain cover wears longer on indoor or outdoor court surfaces.

Famous PENNBILT Multi-Pole Construction for Longer Shape Retention

Pennsylvania's exclusive Five-Pole construction assures longer retention of shape and perfect balance for sharp, true passing, dribbling and rebounds.

All over the country the great Pennsylvania rubber-covered Pennbilt Basketball is winning the approval of coaches and players. It's the "natural" result of actual game-testing made by America's outstanding basketball teams.



SANCTIONED: The N.C.A.A. and the National Federation of High Schools Rules Committee have ruled that the PB-6 Basketball can be used in college and high school official varsity games on the consent of the coaches.

PENNSYLVANIA ATHLETIC PRODUCTS

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By A. W. ROBERTS

Soccer Coach, Ellenville (N. Y.) H. S.

Fun for the

DID you ever see a team start out the season like world-beaters and then suddenly lapse into mediocrity? Of course you have. It happens every season in every sport.

Soccer teams are just as susceptible to this mid-season malady as any other team. Most of these slumps may be traced to four factors:

1. Lack of interest in what they're practicing.
2. Unwillingness to work on fundamentals after the first few weeks.
3. Too much scrimmage and not enough work on basic plays.
4. Not enough enjoyment in practice.

To develop a polished attack, the soccer coach must condition his men to a peak and school them thoroughly in the arts of dribbling, passing, shooting, and trapping. This requires considerable practice of an intensive nature. What's more, the fundamentals must be presented in a way that they'll be enjoyed.

You might call it "painless dentistry in soccer," and it's vitally essential. If you permit your practice to become monotonous, the boys will lose interest and you'll accomplish nothing.

One of the best ways of stimulating your drills is by presenting them in game fashion. Almost all of them can be motivated by introducing a little competition.

For example, a good heading drill can be worked out by dividing your squad into groups of six, placing them in circles, and having them head the ball to one another. The team scoring the most number of consecutive "heads" can be re-



U. S. Naval Institute

warded with first crack at the water bucket or being excused from wind sprints. It pays off.

Before delving into some of the drills that can be profitably employed with your forwards, let's analyze the job of the forward and see what problems confront him.

The main objective of the forwards is to score. But that's easier said than done, since scoring comes harder than in any other outdoor game. A team may control the ball for the entire game and yet not get one clean shot at the goal.

Though this sometimes can be attributed to excellent defensive play, it usually stems from poor execution of fundamentals and poor judgment in passing and dribbling.

The forwards have more skills to master than any of the other players, and a well-coached forward line will constantly be practicing passing, shooting, dribbling, trapping, tackling, feinting, change of

Forwards

pace, pivot kicking, corner kicking, and heading.

However, a forward line is only as good as its teamwork. Five players who work well together are to be preferred to five superior individualists who cannot dovetail their efforts.

There's a time to dribble and a time to pass, and a good forward line will always talk it up as they move to the attack with such directions as "Take it!", "All the way!", "Pass!", "Center it!", etc. The execution of these instructions requires complete mastery of the toughest fundamental in soccer—ball-control.

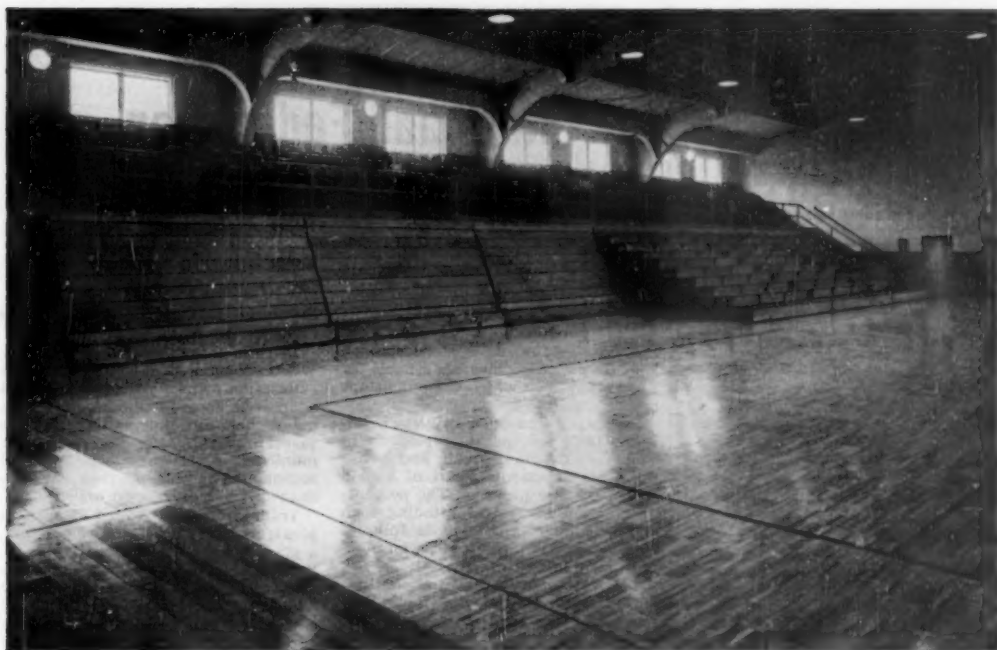
Just as in basketball and football, the team that controls the ball can set the pace. One of the best ways to teach ball-control is by means of the following three drills:

No. 1: Place five players in a circle about 15 feet in diameter, and have them pass the ball around; first, clockwise and then counterclockwise. In the former they must trap the ball with the left foot or leg and pass with the right. In the latter, they must reverse the process—using the left foot to pass and the right to trap. Many players never practice passing with the left foot. In this drill it's a "must." As the players increase in skill, widen the circle.

Next, allow them to pass across the circle, stressing the point that each ball must be trapped before it's kicked. Vary the kicks employed to accentuate the use of the side and arch of the foot, with particular emphasis on the latter.

When they're ready for it, have them jog clockwise and counterclockwise.

(Concluded on page 60)



Rantoul High School, Rantoul, Ill.—Royer & Davis, arch., Urbana, Ill.

How To Gain 70% More Gymnasium Floor Space

—And Have Ample Seating Facilities Whenever Needed

There is no need to sacrifice costly floor space in order to meet gymnasium seating requirements. With *Universal Roll-A-Way Stands* you can provide both!

Carefully engineered and custom built to meet individual specifications, Roll-A-Way Stands are ideal for large capacity or small. They are compact, yet roomy and comfortable; neat and attractive; exceptionally strong and safe. When not in use, they may be rolled back to the walls, providing approximately 70% more floor space for regular gymnasium activities. In this installation, for example, the 15 tiers occupy 26' 8" when open, but only 6' 0 3/4" when closed, thus providing 20' 7 1/4" more usable floor space the entire length of the stands. Write today for catalog and list of *Universal* installations.



Above—Universal Roll-A-Way Stands may be opened partially or completely and locked in position . . . preventing any danger of movement while occupied. Vertical filler boards under seat centers give added support, enclose area between seats and foot rests . . . preventing basketballs from dropping underneath.

Right—Cleaning under folded stands is easy. Just lift and fold back front row . . . and there is ample clearance for broom or mop to cover all floor area.



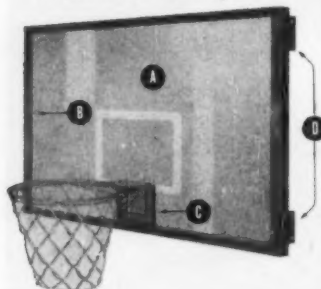
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Install Nurre

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A Fabricated from heat-strengthened polished plate glass—3 to 5 times as strong as ordinary plate.

B Glass gripped firmly on all sides by wide, rigid angle iron frame. No beveling—glass has square edges to prevent breakage.

C Extra-large steel face plate, 10" x 9 1/4" x 1/4" thick, attached to back by three widely spaced bolts to provide maximum strength. Only three holes through the glass. Basket mounts securely on four lugs which are correctly spaced to accommodate official basket (No. 960) manufactured by Shutt Mfg. Co., Uitchfield, Ill.

D Two steel mounting flanges on each side. Bank is designed for any type of suspension. Also available with flanges and loop for post-type installation.

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Wherever Nurre All Plate Glass Banks are used, they win the praise of players, coaches—yes, and spectators, too! Because built into every Nurre Bank is extra strength and permanence... ever lively and accurate performance... plus unobstructed visibility for the fans in the end-court seats.

Nurre All Plate Glass Banks are guaranteed against breakage incident to ordinary use in play. There has never been a Nurre Glass Bank broken in play—in 30 years.

Specify Nurre—always. Send for free detailed bulletin—today.

THE NURRE COMPANIES, INC.
Bloomington, Indiana

National Federation NEWS

Edited by H. V. PORTER



IN an effort to determine the sentiment toward state-sponsored championships, Oregon polled its member schools for their opinion on which championships are desirable.

The results indicated an overwhelming belief that the state playoffs in basketball, track, baseball, and swimming are an essential part of a good school athletic program. The percentage vote in favor of continuing such state championships was as follows: Basketball 83%, track 90%, baseball 87%, swimming 73%.

The vote also favored the continuance of state title play in football. It was 66% for the 11-man game and 58% for the 6-man game. This sentiment was probably influenced by the fact that most of the larger cities are concentrated in an easily accessible area along the western coast, which lends itself to a practical elimination series without undue extension of the season or of the number of games.

Athletic Insurance Plans. In several states, the athletic injury benefit plans sponsored by the high school associations are self-supporting. In most states, the plan is subsidized from other athletic funds.

In such states as Wisconsin, Minnesota, and Michigan, part or all of the overhead for administering the fund is charged to general expenses rather than specifically to the benefit plan.

In Iowa it's been the practice to subsidize the benefit plan to the extent of 50¢ for each boy covered. For the current year, the subsidy has been doubled so that general state association funds will contribute \$1 for each boy covered. This subsidy will come to \$28,000.

Kentucky employs a slightly different method to encourage coverage for every boy. Last spring the tournament receipts were great enough to warrant the setting aside of \$20 for each member school—to be credited to the school if and when they entered their athletes in the benefit plan. Since the premium for limited coverage in that state is only \$1, the subsidy insures coverage for 20 athletes without any cost to the school.

Backboard Developments. North Dakota is the latest state to set up a committee to insure use of the small fan-shaped boards for the final tournament. Heretofore, the schools used the fan-shaped board during the regular season but found it necessary to use

the large rectangular board at the finals at the State University.

In some states, such as Iowa, Illinois, Wisconsin, and Minnesota, the state association owns a pair of fan-shaped boards which are installed at tournaments held on university floors. In several other states, the college or municipal court on which the final tournament is held provides the fan-shaped board at its own expense.

Transparent fan-shaped boards in plexiglas are available. More recently, a glass board made of herculite (non-breakable glass) or of similar material has been fabricated and is now available through the Pittsburgh Plate Glass Co. and Fred Medart Products. On the newest type transparent boards, a steel plate about 7" square is used directly behind the basket to strengthen the attachment and prevent cracks.

Football Experimentation. During the current season, all high school football games in Washington are being played under a modified rule which provides that the clock shall be started when the ball is snapped or free kicked. This simplifies the timing problem and appears to reduce the errors which sometimes develop when the timer is uncertain as to whether the clock should start when the ball is ready for play or when it is snapped.

A conference in New York is experimenting with a modified rule which permits the captain to confer with the coach near the sideline whenever the clock isn't running.

North Carolina observes the following regulation regarding tie games: "If there is a tie in a game which is to qualify a team for the championship, an extra period of 8 minutes shall be played. If at the end of that time, there is still a tie, the team which has gained the most yardage from scrimmage in the 8-minute period is declared the winner."

State-Sponsored Radio. A state-association-sponsored radio program entitled "Grand Stand Quarter Backs" is being broadcast in Tennessee. A script is prepared each week during the football season, in which a rabid fan, a coach, and an official get together at the corner drug store to talk football. Their comments include such items as interesting points in the rules, officiating problems, sportsmanship, and the relation of the state association to the football program.

Here's the Sensational New Basketball "Top-Sider"

—Pre-tested
18 Months
by Schools
and Pros

revolutionary new principle gives
perfect traction in any foot position.

★ Plant as your palm
—truly alive, per-
fectly flexible soles.

★ Straight-line flat
treads assure meta-
tarsal support.

Retail 10⁹⁵
Team Price 9⁰⁰

Basketball "Top-Siders" have just completed 18 months of the most thorough testing in colleges, high schools, boys' clubs and professional teams. All were unanimous in their enthusiastically favorable comments! Basketball "Top-Siders" assure quicker starts, faster stops, more flexibility, longer wear and better support.

The famous Top-Sider slit soles were invented for use on pleasure yachts, where sure footing is vital on wet and rolling decks. The patented squeegee slits are firmly anti-slip and the great pliancy of these patented soles has no equal.



STICKS LIKE A BARNACLE

Join our Shakedown Cruise for 1952. Put Basketball "Top-Siders" on your fastest players, see what great performance these sensational shoes offer all your team. Sizes 6½ to 14 (except 12½ and 13½).

OTHER FEATURES:

Stick like a barnacle, because of the patented Top-Sider slits, yet they instantly release each footstep.

Ortho-Dome Arch Cushions for natural support.

Full sponge insoles and double, deep heel cushions.

No-stumble toes are pitched UP. Lame insoles work with the feet for cool comfort.

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Smooth pivot pads.

Grammet eyelets for quick lacing.

No-chafe tongues are extra wide.

Vent eyelets "breathe".

Extra inside reinforcing counters.

Washable.

Sperry Top-Sider 47 Main Street, Beacon Falls, Conn.

An accurate yardstick for measuring the
accomplishments of high school teams

Football Rating System

By NEIL E. GALLAGHER



CONFERENCES and state organizations interested in adopting an extremely simple, practical, and accurate rating system for high school football teams may find the answer in the ingenious plan devised by Dr. Roger B. Saylor, an associate professor of economics and statistics at The Pennsylvania State College.

Dr. Saylor's mathematical system, which has been adopted for 1952 by the Western Football Conference of the Pennsylvania Interscholastic Athletic Assn., takes every pertinent factor into account, and at the same time avoids encouraging strong teams to run up scores against weak opponents. In other words, the margin of victory is not considered.

The sportsman-economist's system runs something like this. The schools are first divided into two general classes, A and B. Class B teams embrace high schools with 400 pupils or less in the upper three grades, who are competing for the Class B title of the state. Class A schools include those with more than 400 pupils, plus any with less which elect to play Class A ball.

The team's classification (A or B) is thus determined before the season begins.

Each class is then broken down into three groups, according to the teams' records against opponents in the same class. These groups are labeled A-1, A-2, and A-3; and B-1, B-2, and B-3.

Group 1 in either class includes teams winning more than two-thirds of their games against opponents in their own class; Group 2 takes in the teams winning from one-third to two-thirds of their games against teams in their own class, and Group 3 includes those winning less than one-third of their games within their own class. Ties count as one-half game won and one-half game lost.

As a hypothetical illustration, consider Centerdale, a Class A team

which won two games, lost two, and tied one in its own class. Centerdale would thus fall into Group 2—that is, with the teams which won from one-third to two-thirds of their games.

A win over a Class A, Group 2 team (A-2), according to the Saylor System, is worth 500 points. A tie would bring 400 points, and a loss, 300.

Thus, the teams which beat our model club, Centerdale, earned 500 points, and the teams which lost to them earned 300 points.

Centerdale, as you probably gathered, gained points in being defeated, the number being dependent on the class and group of its victors. If the Centerdale team lost to a B-3 high school, it would gain only 180 points. But if it lost to an A-1 team, our squad would earn 350 points.

Doctor Saylor has it worked out like this:

CLASS A

Group 1	Group 2	Group 3
Win 550	Win 500	Win 450
Tie 450	Tie 400	Tie 350
Loss 350	Loss 300	Loss 250

CLASS B

Group 1	Group 2	Group 3
Win 480	Win 430	Win 380
Tie 380	Tie 330	Tie 280
Loss 280	Loss 230	Loss 180

Here's how Centerdale's rating could be arrived at, taking the games in chronological order.

Centerdale lost to Hillton	(A-1)—350
" defeated Southmont	(A-3)—450
" " Cork	(B-1)—480
" " Boonton	(A-2)—500
" tied Hadley	(A-3)—350
" lost to Port Saar	(A-2)—300
" " Milltown	(B-1)—280
" defeated Styeville	(B-3)—380

Ratings are based on all games. However, teams which play more than four games—or whatever the prescribed number of games for championship consideration may be—may disregard any victories be-

yond four games which would lower their ratings. For example:

Hillton (A-1)—350
Southmont (A-3)—450
Cork (B-1)—480
Boonton (A-2)—500
Hadley (A-3)—350
Port Saar (A-2)—300
Milltown (B-1)—280
2710
Average — 387
Other games
Styeville (B-3)—380

Centerdale thus has a rating of 387.

The inclusion of its game with Styeville was optional, since the four-game minimum had been reached and the game was a Centerdale victory. Inclusion of the victory (380 points) in the computation would have lowered the team's rating.

Doctor Saylor devised this system during the early years of World War II, while waiting a call to duty with the U. S. Coast Guard. He was living in New Jersey at the time, and naturally used the system on New Jersey high schools.

During his "leisure time" between helping at the landings of Guam, Iwo Jima, and Okinawa as an LST engineering officer, the amiable professor rated the teams and sifted through the results.

In the late fall of 1951, sportswriter Bill Dougherty of *The Newark News* had this to say: "The Saylor ratings over these five years (Dr. Saylor had made public his findings for New Jersey high schools for five seasons) have proved an accurate if unofficial yardstick for measuring the ability and accomplishments of New Jersey's grid entrants."

When Doctor Saylor assumed his present post at Penn State in 1947, he at once began rating Pennsylvania teams.

In rating on a state-wide basis, the professor establishes the relative strength of the conferences or natural groupings. After a five-year study of the problem, he has come to these conclusions: (a.) the general strength of a conference varies little from year to year, and (b.) the ability of any team may change radically from season to season.

After the conference strength has been determined, Doctor Saylor proceeds to cut the individual conferences into classes and groups as explained above.

"The thing that can make or break a rating system," he says, "is the number of inverted ratings it

(Continued on page 67)



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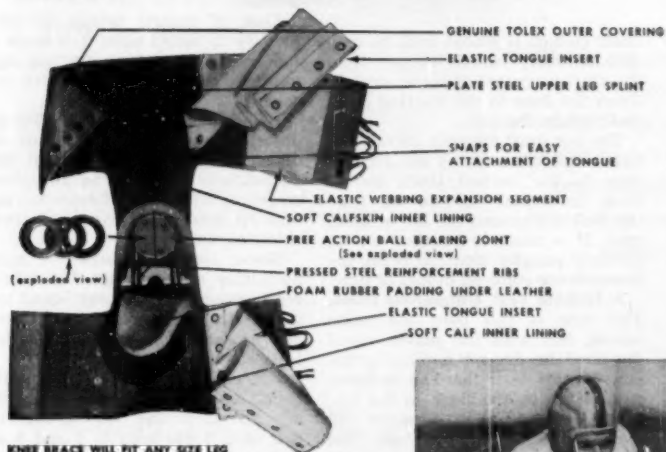


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Testing for BASKETBALL ABILITY

By D. E. CHAMBERS

Coach, Shoals (Ind.) High School

It takes little genius to watch an 18-year-old basketball player and determine whether or not he possesses any great amount of skill. At that age, the boy has been playing for several years and has developed his talent to a noticeable degree.

This doesn't hold true for many of the 15- and 16-year olds. At that age, the boy is still in the awkward stage and his aptitude for the game may lie buried under a layer of immaturity and inexperience.

Obviously, then, a testing device which can determine both actual skill and latent capacity, should prove of great practical benefit to high school coaches and gym instructors.

That, briefly, was the purpose of an extensive survey made by the writer among nine schools in Indiana. After careful analysis of the basic skill elements, the writer constructed a series of five speed-accuracy tests calculated to reveal the relative skills and potential ability of the players and thus simplify the annual problem of selecting squad candidates.

Following is a description of the five tests:

1. Dribble Test for Ball-Handling. Set up three chairs in a straight line 22 feet apart. Place a ball on a chair 22 feet from the first chair. This is the starting spot.

At the signal "go," pick up the ball and weave in and out of the three chairs, dribbling completely around each. Upon circling the third

chair (which is placed with its outside boundary exactly 66 feet from the starting point), dribble straight down the floor to the starting point and replace the ball.

The boy must use only his favored hand, and his score is the elapsed time to the nearest tenth second from the signal "go" to the time the ball is replaced on the original spot. If a chair is knocked down, the only penalty incurred is the inconvenience suffered in loss of time.

2. Dribble Test, Unfamiliar Hand. This test is run over the same course, but with the player using the hand he doesn't habitually favor. In this test, the boy dribbles straight down the floor to the opposite end and then executes the chair-circling dribbling on the way back.

3. Shooting Skills for Timing, Speed, Accuracy, Reaction, Coordination, and Judgment. The player takes position on the free-throw line. The starting device (chair and ball) is placed at the center of the line. At the signal "go," the player takes the ball and goes under the goal (either side) and shoots until he scores eight goals. He then makes eight successful shots from in front of the goal and eight more from the side opposite the original shooting side.

The score is the elapsed time from the start until the 24th goal enters the hoop.

4. Testing Rebound Judgment and Speed. The player assumes position under a jump target (two suc-

tion cups with a connecting eight-inch string) placed 18 inches above his reach. At the signal "go," he jumps up and touches the target 10 times as rapidly as possible. The score, as in the other tests, is the elapsed time.

Explanation: On this test, the examiner determines the boy's jumping distance by having him stand erect in rebound position facing the backboard with both feet firmly on the floor and both hands straight above the head. The boy then reaches as high as he can go. The target is then attached to the backboard 18 inches above his reach. If preferred, a small piece of tape rather than a string may serve as the target.

5. Passing - Receiving Reaction Test. The player takes position back of a line nine feet from a solid wall. The ball is placed on the line as a starting point. At the signal "go," the player picks up the ball, passes with both hands against the wall, and retrieves the rebound. He repeats this 15 times as rapidly as possible.

Loss of control brings its own penalty in added time. The score is the elapsed time from starting signal to completion of the 15th recovery.

I've found that the tests offer an objective and reliable method of determining basic skills, and are particularly valuable as an initial screening device. Candidates scoring high on these tests warrant further consideration.

Since, like all coaches, I have particular qualifications for different positions, I divide my squad into physical classes and rank each boy in each class according to his tests scores.

For example, all who have sufficient height to play the backboards are placed in the "in" group. In this case, I use tests 3, 4 and 5 as the standards for ranking, since these tests measure jumping time, shooting accuracy, and speed and reaction time. Obviously, a tall man who can jump and re-jump quickly is invaluable for rebounding.

In choosing the players for "outside" positions, I consider the total scores on tests 1, 2, 3, and 5. These men must be adept at dribbling, have quick reflex action, and be able to hit on close-in and break-away shots.

All in all, the tests will offer the best results to coaches who:

1. Use them as a corollary to their own judgment.

2. Emphasize the tests which best measure the skills desired for certain positions.

(Concluded on page 49)

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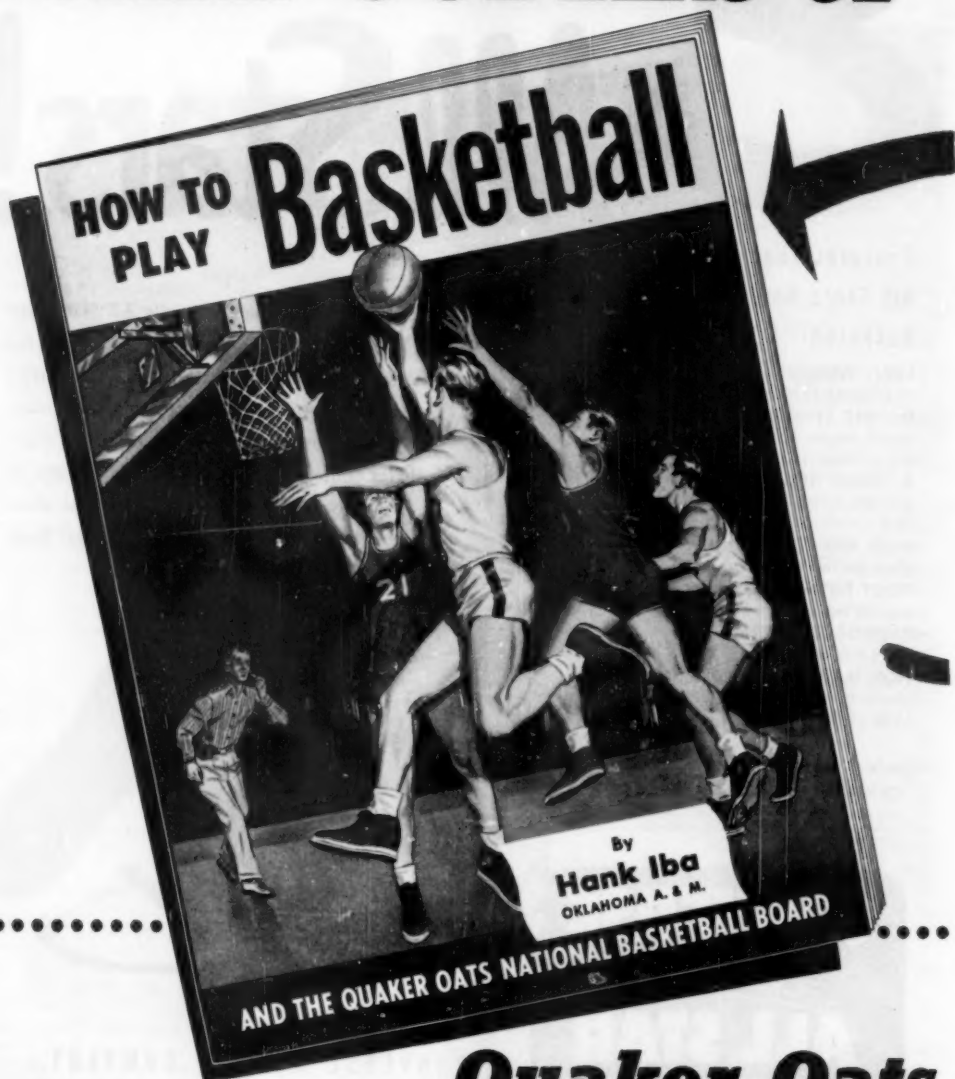
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By FRANK WIECHEC

Trainer, Philadelphia Phillies-Philadelphia Eagles

Massage for Your Athletes

*A study of the various types of massage
and its physiological effects on the body*

MASSAGE is used extensively by many coaches and trainers in the treatment of injuries and the conditioning of athletes. When intelligently applied under careful supervision, it helps both prevent injuries and to reduce the expense of treatment when injury does occur.

Massage may be defined as a series of systematic and scientific manipulations of tissues, performed with the hands, for the purpose of healthfully promoting the general circulation and the nervous and muscular systems. Aimless "rubbing," however vigorous, isn't considered massage and may harm rather than benefit the athlete.

The promiscuous use of massage or rubdowns is also to be deplored. Uninjured, healthy athletes do not

require attention; and time spent on the table is time lost on the practice field.

PRE-GAME MASSAGE

The duration and intensity of massage depend largely upon its purpose. There are all types of massage. Perhaps the simplest of these is the pre-game massage. This has long been regarded as a luxury and has, as such, been misunderstood and condemned by athletic administrators.

The "luxury" concept of pre-game massage probably stems from two factors: (1) its injudicious employment, and (2) its apparently dubious need. The administrator might well ask: Do boys who play only once or twice a week require pre-game massages?

There's little doubt that intelligently applied massage can benefit the athlete. The experienced coach or trainer can, by concentrating on the small muscle groups or joints rather than the entire body, loosen and stretch the parts that will be subjected to strain early in the contest, thus helping safeguard against pulls or sprains.

Massage may also prove invaluable in the athlete's warm-up. Where little time is available before an event, a quick and stimulating massage will prepare the muscles and joints for a maximum effort.

Injured or fatigued muscles which have tightened up must be prepared for the game by massage. A gradual stretching (performed on the table) will loosen them up and thus prevent strain. If this isn't done, any overstretching or sudden strain may lead to injury.

Baseball pitchers usually have the shoulder muscles as well as the shoulder joint and elbow, especially where muscles attach, carefully massaged. Football passers and receivers, track sprinters, and basketball and hockey stars are also given good rubdowns over the muscles or joints that will be subjected to strain.

A most important consideration of pre-game massage is its method of application. The writer will never forget his first experience in professional sports. In his zeal to do a good job, he rubbed down an athlete for about 30 minutes.

At the end of this time, the player was peacefully snoozing away while several other players who had impatiently awaited their turn were complaining to the manager. The fellow soothed to sleep proved too relaxed to play a good game, and all in all the afternoon was a nightmare.

The pre-game massage should never be deep or concentrated over one area. This lessens the tone of the muscles and tires them. The massage should be lightly and rapidly applied for a short time. No more than a minute or two should be devoted to any part.

It's rarely necessary to do the entire body. An athlete who's on edge will be impatient even with a localized loosening up. The other type of athlete doesn't deserve any treatment.

MASSAGE AFTER A GAME

The post-game massage is seldom appreciated or even tolerated, except by the experienced pro athlete. After-game excitement, impatience



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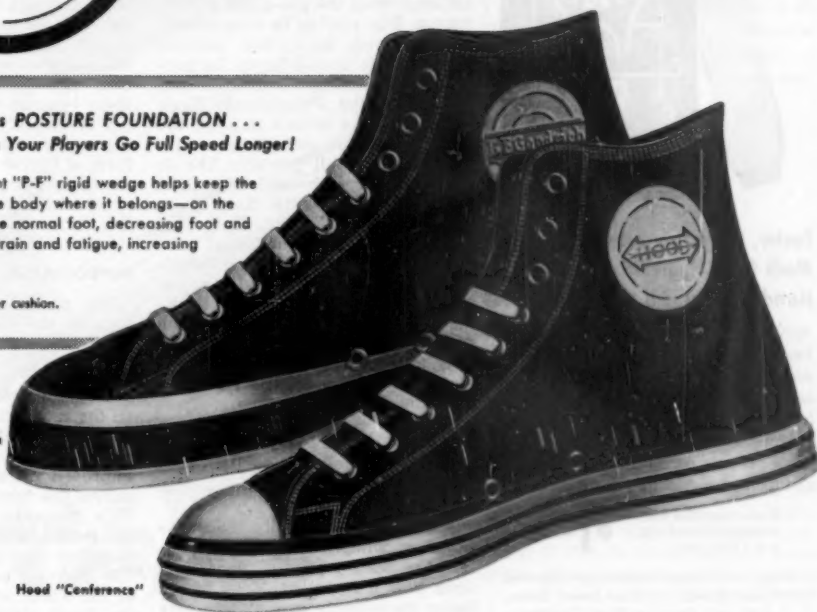
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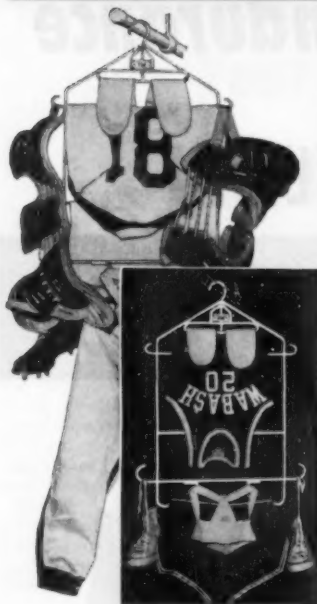
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to leave the area, and a feeling of looseness are some of the reasons offered for refusing a massage.

Nevertheless, the post-game massage has much to recommend it. It will not only prevent stiffness the following day—the usual aftermath of a gruelling contest—but will prepare the player for the next day's activity.

The value of post-game massage was impressed upon the writer during a collegiate wrestling tournament. Two of his boys had enjoyed unbeaten seasons in their class. In the tournament, both won their first matches in the morning. One lad departed with some friends right after his match. The other stayed for a good rubdown and a hot bath followed by rest.

In the afternoon eliminations, the first lad was so tight that his arms and legs cramped up on him and he was pinned by an opponent whom he had easily defeated earlier in the season. The second wrestler came through with flying colors and went on to capture his class title.

The post-game massage is entirely different from the pre-game loosening up. The part to be massaged is usually tired, hard, and swollen. The massage should hence be preceded by a prolonged bath or shower.

Some of the Philadelphia Eagle footballers like to soak in a hot tub for a half hour immediately after a game. Baseball pitchers like to run hot water (shower) over their arms and backs until these parts become red as a beet. They then come in for a good rubdown.

This consists of slow, deep kneading movements to eliminate the fatigue products and slowly relax the hard and tired muscles. Elevating the part and increasing the circulation through deep kneading and manipulative movements will prevent the usual after-game stiffness and prepare the part for future activity. This type of massage may take 10 to 15 minutes per part.

MASSAGE IN INJURY TREATMENT

Massage has a definite therapeutic effect which may hasten or retard the healing process, depending upon how it's applied. Many of the fancy movements are unnecessary and have little effect on a deep-seated injury. The vibratory shaking or slapping movements so cleverly performed by club masseurs merely stimulate the skin superficially and won't loosen a hardened hematoma (charleyhorse) or break down adhesions.

Massage may be started as early as 24 to 48 hours after injury. Since early massage is aimed chiefly at reducing swelling, relieving pain,

and relaxing the tissues affected by the injury, the movements must be slow, deep, and (in the beginning) away from the injury. As pain and tension subside, the extent and depth of the movements may include the area of the injury itself.

The chief contraindications to early massage are pain, redness and heat in the part (this always indicates inflammation), and recent swelling. Manipulations at this time might increase the flow of fluids from the damaged areas and thus increase the swelling.

In chronic injuries (joint sprains, pulled muscles, charley horse, shin splints, etc.), where the injury is three or more days old, the massage movements must be varied to achieve the desired effect. Where swelling has persisted for days and weeks (water on the knee, swollen ankles, shoulders, etc.), the most beneficial movements are those known as effleurage and petrissage. These are superficial, deep stroking and kneading movements aimed at removing the fluid from the swollen area.

In pulls and charley horse (hematoma due to a blow or fall), there's not only congestion (a matting of tissues with numerous adhesions) but also contractures and tight muscles, ligaments, and tendons. In these injuries, stroking and kneading are merely introductory relaxing movements. Compression in the form of frictions and pressures with the thumb, fingers, heel of the hand, or knuckles are needed to break up the congestion, break down adhesions, and loosen contracted muscles.

PHYSIOLOGICAL EFFECTS

The physiological effects of massage on the various bodily components follow:

On The Skin

Massage produces a direct effect on the superficial layers of the skin. The openings of oil and sweat glands are freed; and this, along with the improved circulation, directly improves the function of these glands. This frequently is noticed when massaging a leg that's been in a cast for weeks. The secretions of the skin are stimulated, the color of the whole surface improves, and the harsh rigid skin begins to become elastic, smoother, and softer. Massage also increases the temperature of the skin by two to three degrees.

Effect on Fat

A researcher, experimenting on the effect of massage on fat tissue, applied vigorous manipulations upon part of the abdominal wall of various animals. He then made a series

(Continued on page 64)

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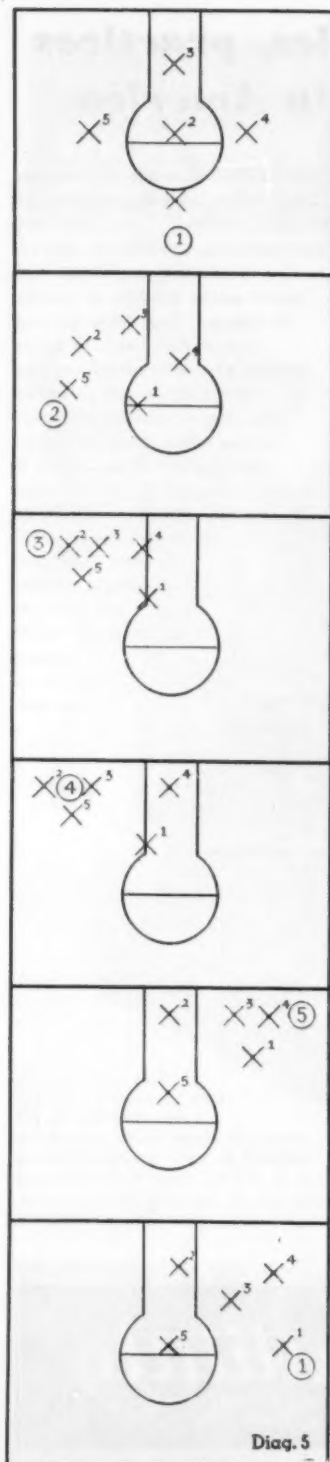
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Defending the Big Pivot

(Continued from page 8)



Diag. 5

tween the ball and the basket (Diag. 3). This tactic often confuses the opponents and leads them to believe you're using a zone.

As you can note in the diagram, the player assigned to the pivot plays behind him in the orthodox guarding position, while X-5 sags toward the basket. Opponent No. 4 is the defense-minded man. He seldom scores and is a poor shot. Why play him when he hasn't the ball? Why play him when he has the ball?

It's much smarter to have X-4 float between the ball and the basket but keeping an eye on 4 at the same time, so that if the ball is passed back to 4, he can quickly move back to a position between the ball and the basket.

The switching defense and float or sag may be used by all men except the guard assigned to the big pivot man. The use of floating or sagging principles greatly aids this defense and makes it almost impossible for the opponents to get the ball into the big man underneath (Diag. 4).

In the diagram, X-1 follows 1 after the latter's pass to 3. When 1 crosses or screens in front of 3, X-1 switches to 3. X-3 switches twice, first to 1 and then to 4 when they cross. X-4, guarding 4, follows him until 1 crosses or screens, thereupon X-4 switches to 1.

X-5 sags away from his man. When the ball reaches 3, X-1, X-3, and X-4 are in good position to try for an interception should a pass be

attempted to pivot man 2. X-2 may play the pivot on the side but not in front.

Zone defense. The 1-3-1 zone is strongly recommended against a dominating big man. This defense attempts to keep three players between the ball and the basket at all times. When an opponent manages to get by a front-line chaser, he's met by a second defensive player who charges the ball. Behind this second man is a third to protect the under-basket area.

This three-in-line principle is constant and applied at every opportunity. The slides are simple and once perfected make it impossible to get the ball into the pivot man directly under or near the basket (Diag. 5).

The press. The full-court press represents a strong weapon against tall teams. Chick Davies, former head coach at Duquesne, now coaching at Homestead (Pa.) H. S., has been successfully exploiting it for the past five years against taller teams.

Press principles, whether it be full-court or half-court, demand hard, never-say-die effort on the part of the pressing team. The writer believes the full-court press is the most effective because it attacks as soon as the opponents get the ball, giving them little or no time to get organized.

The pressing players should play man-to-man style, switching whenever opponents cross, and play for interceptions. At the same time, they shouldn't attack so aggressively as to continually and carelessly foul.

Rather, the pressure should be clean and hard and daring with the idea of forcing the opponents into mistakes—bad passes, discontinued dribbles, cross-court passes in front of the goal, turning of backs to protect the ball (this calls for immediate double-teaming by pressing players), etc.

An out-of-bounds player in possession of the ball should be played aggressively and forced to make a hurried or bad pass.

Once the opponents advance the ball across the 10-second line without error, the pressing team may continue with the man-to-man defense or drop into a zone.

If the big man is exceptionally dangerous, one of the defenses previously outlined might be preferable to the straight man-to-man.

THE 1-3-1 ZONE

When ball is in center of court, as in top diagram, X-1, X-2, and X-3 set up in line between ball and basket.

When ball is passed to 2, as in second diagram, X-5, X-3, and X-2 shift between ball and basket, with X-2 sagging a bit toward corner.

When ball is passed to corner, as in third diagram, X-2 covers 3, and X-2, X-3, and X-4 shift between ball and basket.

In fourth diagram, ball has been passed over X-2's head to pivot man 4. Latter is immediately attacked by X-2, X-3, and X-5.

When ball is passed across to other corner, as in fifth diagram, X-4, X-3, and X-2 reverse direction and maintain 3-in-line principle.

In last diagram, ball has been passed back to first attacking player, 1. X-1 covers him while X-3 and X-2 help maintain 3-in-line principle. The wings, X-4 and X-5, are almost back to their starting positions.

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**HOLDING
BY DEFENSE**
Grasping of one wrist



PERSONAL FOUL
Extended arm moved up and down



**ILLEGAL FORWARD
PASS**
Wave hand behind back. In-
tentional grounding of pass
— Same signal followed by
raising both hands over right
shoulder, then thrusting them
forward and down



**CRAWLING, PUSHING
or HELPING RUNNER**
Arms down and pushed
forward

CLIPPING
Slap back of knee

**UNSPORTSMANLIKE
CONDUCT**

Sidewise extension of both arms



TIME-OUT
Hands rapidly
criss-crossed overhead



**INTERFERENCE WITH
FAIR CATCH or
FORWARD PASS**
Pushing hands forward from
shoulder, hands vertical



**DELAY OF GAME
or EXCESS
TIME-OUT**
Arms folded



**INCOMPLETE FORWARD PASS;
PENALTY DECLINED; NO PLAY or
NO SCORE**
Hands rapidly criss-crossed in horizontal
plane

Taken from National Federation Football Code

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ENERGY!

By EUGENE HOPPER

Cooch, Bluffs (Ill.) High School

SIX-MAN DEFENSE

Individual and Team Elements

SIX-MAN coaches, as their 11-man brothers, seldom spend enough time on defense. They work and work on offense, then brush over defense lightly.

Where coaching personnel is limited, it's tough to find time for everything. But defense should never be neglected. A team can draw as much strength from a good defense as it can from a potent offense. Remember: A good defense seldom has an off-day. It can keep a team in the game when its offense is sputtering or being stopped cold.

It's interesting to note that the really good teams of 1951 were defensive clubs with enough offense to carry them through. Illinois, Tennessee, and Princeton come immediately to mind.

Defense may be broken down into four categories—tackling, individual stunts, team patterns, and strategy. Let's take up these components one by one with particular emphasis on what I believe is the best defensive formation for the six-man game—the 4-2.

Tackling comprises the most important individual element. Without good tackling, all your fancy stunts and formations will avail you nothing. The four basic tackles include:

Rear—getting a man from behind. If the ball-carrier is slow, get in close before making your move. If he's faster than you, hit earlier. Don't dive. Hit waist high and slide down.

Head-On—hitting a man from directly in front. This tackle is really a shoulder block with the use of the hands. Drive the shoulder into the man's waist and throw the arms around his legs. Then drive the man back and down. Keep the head up, eyes open, neck bulled, knees bent, and legs wide apart for

balance and body control. Pull the man's legs together to narrow his base and bring him down.

High—for occasional use. In rushing a passer, for example, high tackling enables you to pin his arms to his body so that he cannot throw. When tackled low, he frequently can still get the ball away. High tackling is also effective against a small, shifty back who's tough to nail with a low tackle. When pinned high, however, he can seldom escape without being slowed down.

Open-Field, Side or Cross. Throw your body into the runner's path, driving the inside shoulder, neck, and side of the head across and into his mid-section, and encircle his legs with your arms. If you execute this tackle correctly, you should hit the ground first and roll over so that you wind up on top of the runner.

Individual pointers worth remembering include:

1. Move in on the ball-carrier; don't wait for him.

2. Hit hard and they won't twist away.

3. Body contact must be made; the effectiveness of the tackle rests almost entirely upon the power of the contact.

4. Go in under a straight arm, and watch the runner's hips.

5. Master the fundamentals so that you can think of the situation rather than the tackle.

6. Make sure to get lift into your tackle; otherwise it won't be effective.

7. It takes guts to become a good tackler. You must conquer your natural fears.

8. When playing safety, don't deploy back too far. About 20-25 yards is enough. Force the ball-carrier to the nearest sideline, giving him only one way to go.

9. When playing end, try not to

be outflanked. Watch out for flankers and end motion men coming in to block you from the side.

10. Mix up your defensive stunts. Don't always use the same one.

11. When lower than the offensive opponent, come up using the shoulder to drive the man out of the way. When above, get hold of him somewhere and sling or pull him out of the way.

12. Don't limp back to your position or the next play will go through you. When tired or injured, call for time and/or a replacement.

13. Tackle the ball at every opportunity.

14. Talk it up.

15. After the ball leaves a passer's hand or kicker's foot, leave the man and play the ball. The ball can't change direction once in flight.

16. When playing defense, use your hands to keep the blockers from your legs.

17. Always keep track of the time, down, distance to go, and score.

18. Get the jump on your man; dominate him in every situation.

19. The more vicious you are, the easier the job.

20. Tackle first, ask questions later.

21. Never turn your back or close your eyes on a play.

PENETRATING THE BACKFIELD

At this point, a word may be in order on methods of penetrating into the offensive backfield. There are two forms of resistance to fight against—a single opponent or a double team.

When one man is playing you, you can divert his charge with your hands as follows:

1. When opponent charges, feint a charge, then sidestep, grasping him by neck and shoulders and pulling him through past you.

2. Hold him off by stiff-arming him in face, then shove his head aside and go through.

3. Give opponent limp leg and slip by him.

4. When opponent charges low and off balance, pull him forward on his face or shove his head into the ground.

A single opponent can also be outcharged as follows:

1. Sometimes "bull" through with sheer power and speed.

2. Submarine—hurl head and shoulders at opponent's legs and bust on through.

3. Dive over a low-playing opponent.

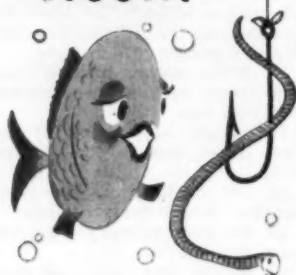
4. Flank charge—take a charge, stop, then hit man from side.

(Continued on next page)

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When two men are playing you, you can try these stunts:

1. Double coordination. Ram right knee between the two as far as possible. Contact man on left by placing your hands on his head and near shoulder, and drive him sideways. At same time, push man on right sideward with right hip, and go through.

2. Split. Charge with either foot, placing one hand on head of each man and pushing them apart.

3. Submarine. Charge with either foot with both hands on ground and head ducked low. When underneath, keep going. Come up when through and meet play.

4. Slice. Drive in with left foot and throw left hip into man on left and slice through sideways with right side leading. Process may also be reversed.

5. Over-the-Top. This is a dive or hop over the defense, most advantageously used after submaring several times.

Insofar as actual defensive formations are concerned, the more popular alignments may be outlined as follows:

The 3-3 is a compact defense, very strong against plunges or passes over center but weak on flat passes, end runs, and long passes. A spread weakens this defense, but all in all it's rather tough against an unimaginative attack.

The 3-2-1 is perhaps the oldest defense in the book, being equivalent to the conventional 7-1-2-1 diamond of 11-man fame. While weak against flat passes, the 3-2-1 isn't too bad against end runs. For the average team, especially a green club, this defense is pretty practical, since it's easily set up and the players can cover up for one another.

The 3-1-2 is also a pretty good defense for young teams.

But the best of all defensive patterns, I believe, is the new 4-2. Coaches who haven't tried it may feel that, while it offers strength against running plays, it's weak against passes.

Where the 4-2 is incorrectly used, this criticism is warranted. In the usual 4-2, for example, the extra lineman is played on the strong side and two men are pulled out on passes. This is a mistake, I believe, in that it kills the chief advantage of the four-man line.

As most six-man coaches know, the offensive center is a tough man to cover on pass plays. A good four-man line that stays in there and puts unrelenting pressure on the offense can hold the center up and thus ruin his effectiveness.

The two middle defensive men should be big, fast, aggressive, and

intelligent. They should charge through and try to smear every play. When they miss on a running play, they should keep after it. And they should try to mess up the pass plays by rushing the passer, either blocking the throw or hurrying it.

The whole 4-2 pattern hinges upon these two men, since the main idea is smearing everything before it gets started. This plan can hardly be implemented where you have two men falling back on pass plays.

The ends must be smart. They must hesitate before committing themselves. If the offensive end goes for them, the play will usually be a run; and the defensive ends mustn't let it go outside. They must either get the ball-carrier or smash the interference. If the offensive ends go out, a pass usually is in order and the defensive ends must cover them.

GOOD PASS DEFENDERS

The defensive backs must be good pass defenders and sure tacklers. The instruction to both is: Never let a man get behind you until a pass is made, then play the ball. These men must work well together or they'll often wind up covering the same pass receiver.

We usually let the faster back play up nearer the line, with the other men back. The faster man can thus be of greater help whenever an opponent breaks around or through the line. With the right boys, the 4-2 defense is tops.

Defensive suggestions of team value include:

1. The defense enjoys a distinct advantage in the middle. The offensive center must pass the ball before charging, and the defense should exploit this to advantage.

2. Ends can contribute more by smashing the interference than by trying to make every tackle.

3. The faster charging team will usually win.

4. Whenever the opponents gain through a hole more than once, discern the reason and do something about it.

5. A few minutes daily of live-bait tackling practice is recommended early in the season. Less of this is needed later on.

6. On the goal line, tighten the line and bring the backfield in closer.

7. The hardest hitting linemen should play in the center of the line.

8. Because plays start the same doesn't mean they'll wind up the same. Watch out for plays run in series.

9. Shift the defense when the offense shifts.

10. Don't relax when a teammate goes for the ball-carrier. Get in there and make the tackle stick. Double up.

11. When the opponents let you through the line, watch out. It may be a mousetrap. Stay low or drop to one knee, and look for a block from the side.

12. According to John W. Heisman, former coach at Penn, the formula for good football players is: Talent, 25%; aggressiveness, 20%; mentality, 20%; speed, 20%; and weight, 15%.

Testing for Basketball Ability

(Continued from page 36)

3. Remember that the tests reveal the player's potential, as of now, and that the boy's attitude may change and greatly influence his rating later on.

4. Retain a strictly scientific attitude, avoiding favoritism and dogmatism.

5. Keep a supplementary record of the players' reactions to their errors on the tests. The quitter, the sullen boy, and the competitor will reveal themselves by their errors under the pressure of time and the desire to excel. Since the tests are arduous, every boy will make a few revealing errors—which may serve as an invaluable index to the boys' potential dependability.

These tests were administered to 20 players in each of the nine co-operating schools, after which the results were carefully tabulated and assayed. They succeeded in locating about 80% of the players on the varsity and were even more indicative for second team material.

In any testing device of this nature, there are limiting factors. In this particular instance, it should be remembered that since the tests cannot accurately gauge the influence of such vital factors as age, height, weight, and experience, the results should be accepted as indicative rather than as a primary criterion in the selection of candidates.

The only materials needed for these tests include: An official ball, three folding chairs, a stepladder, a stopwatch registering in tenths of seconds, two suction cups connected by an eight-inch string, and a starting device (chair with shallow box 12" x 14" placed on seat to hold ball) to give the boys a controlled starting and stopping point.

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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 351 Fourth Ave., New York 10, N. Y.

AFTER Sloppy Thurston quit pitching, he opened a cafe on the Pacific Coast. He called it First Base. One night his ex-big league buddy, Earl Sheely, dropped in for a look.

"Sloppy," remarked Sheely, "you missed the boat when you named this joint First Base."

"What's wrong with the name?" asked Thurston.

"This is a spot where the boys are supposed to stop on the way home," said Sheely. "And nobody ever stopped at first base when you were pitching."

For some more snappy repartee, there's this exchange culled from a CBS-TV telecast:

Frank Sinatra: I never saw a guy so crazy about baseball as Leo Durocher.

Laraine Day: You don't know the half of it. He sleeps, lives and eats baseball.

Sinatra: Yeah, I took him out for an Italian dinner once and he wouldn't eat the meatballs unless they had seams in them.

Laraine: I know, and it gets worse all the time. The other day he stood under a pawnshop sign for two hours waiting for ball four.

Though almost a decade has flown since Lefty Gomez tossed his last high, hard one past a batter, the funnies about him keep popping up. At the annual Old Timers Day at the Yankee Stadium, everybody who ever played with Lefty had some amusing reminiscence about him.

There was the day Gomez hooked up with Bob Feller in a fast-balling duel that had the hitters trembling for their lives. The light began failing, but umpire Bill Summers refused to call the game. When Gomez stepped up to the plate in the fast gathering gloom, he drew a match from his

pocket, struck it, and held up the light in front of him.

"Wise guy," said Summers, "you can see the mound."

"That's not what's bothering me," Gomez replied. "I wanna be sure that Feller sees me!"

One afternoon Gomez turned around and saw Joe DiMaggio playing an excessively shallow centerfield. With Rudy York coming up, Gomez blanched and waved DiMag back. After the game, he asked Joe why he had moved in so close.

"I'm supposed to make people forget Tris Speaker," DiMag said with a grin.

"If you play in for guys like York, you'll make them forget Gomez," retorted Lefty.

After the smoke left his fast ball, Gomez was asked to take a salary cut from \$22,500 to \$7,500. "Tell you what I'll do," Gomez told Colonel Ruppert. "You keep the salary and I'll take the cut."

Came the time when Gomez bid farewell to the American League and joined the Braves at their spring camp. He listened to Casey Stengel discussing strategy with his collection of culls and clowns. When the meeting was done, Gomez snorted: "The trouble with the National League is that McGraw's been dead for years and you fellows don't know it."

"The trouble with you," he was reminded, "is that you're not throwing half as hard as you used to."

"That," said Lefty, "is where you're wrong. I'm throwing twice as hard, but the ball is going only half as fast."

After digesting every football pre-vious extant, we can confidently predict the seven teams that will lead the nation in 1952. Anyway, here are the seven teams that appeared on every top rating list: Maryland, Michigan

State, Georgia Tech, Illinois, TCU, Oklahoma, and Pennsylvania.

Nobody seems to be sure about the Far West champion. *Collier's*, for instance, chose California. Football Magazine picked USC, while *Look-Grantland Rice* liked Washington State.

In Willie Mays, Leo Durocher found a fine foil for his nimble wit. Before Willie went to bat one noon, Leo took him aside and told him to hit behind the runner. The rookie outfielder gave his manager a bland look. "Yeah," he said, "but Lockman is standing on first base. Do I hit foul?"

That noblest of nature's noblemen, Yogi Berra, was cabbng to the ball park with some Yankee teammates when traffic was held up by a long funeral procession. "Boy, this is some funeral," remarked Allie Reynolds. "Look at all those flowers. This guy must have been a big shot."

"Aw," replied the skeptical Yogi, "it's probably just some first baseman who thought Ted Williams was gonna lay down a bunt."

In compiling his annual football review for *Collier's*, Francis Wallace called upon a host of grid savants from coast to coast. One of the questions put to them was: "What offense impressed you the most last season?" The five offenses that drew the most votes follow:

1. Michigan State's heterogeneous attack, which sets up in a T with an unbalanced line and shifts into single wing, left or right, or into tangents of split T, double wing, winged T, etc. (31 votes).
2. Maryland's explosive buck-lateral series off the split T (25 votes).
3. Illinois' all-weather T (12 votes).
4. T.C.U.'s spread (10 votes).
5. Princeton's single wing (9 votes).

The versatile George L. Henderson, coach at Toluca (Ill.) H.S., has done a lot of writing on the side, some of it for *Scholastic Coach*, and like all writers has become an authority on rejection slips. His vote for the gentlest, most painless rejection slip goes to a cameo, chiseled by a Chinese editor, to wit:

Illustrious brother of the sun and moon—Thy honored manuscript has deigned to cast the light of its august visage upon me. Never have I encountered such wit, pathos and lofty thought. With fear and trembling I return it. Were I to publish such a treasure the emperor would order that nothing inferior to it should appear hereafter, and the publishing business of all China would lie dormant at least 10,000 years.

Before one of those crucial series, Happy Jack Onslow, then manager at Waterloo, Ia., took his dense-witted catcher aside and questioned him on the abilities of the batters who would be encountered.

The dimwit was astonishingly precise. "O'Leary leads off. He likes to bunt and he hits good when you throw low, so keep the ball high. Then comes Tizzle. He can't hit a low curve, but he murders fast-ball pitching. Keep it tight across Peterson's hands and he strikes out. Then comes Kelly. Use change-ups on him and keep the ball outside." And so on for 10 minutes.

"That's one of the finest analyses of a batting order that I've ever heard," remarked Onslow. "You made just one little mistake. You've just described the Evansville hitters and we happen to be playing Terre Haute this afternoon."

What's in a number? Pennants, believe the Yankees. Their first super slugger was Babe Ruth. He wore No. 3. After Ruth left, the Yankee clouting load was taken over by Lou Gehrig. He wore No. 4. Upon Gehrig's retirement, Joe DiMaggio became the big gun. He wore No. 5. And now that Joe's retired, Mickey Mantle is expected to take over the slugging load. He can't miss. He wears No. 6.

Here's something all you would-be Hemingways ought to find interesting—and maybe lucrative. To encourage the writing of books about sports, A. S. Barnes & Co. is establishing two annual awards of \$2,500 each. One award will be for the best sports novel; the other for the best general non-fictional work dealing with sports or sport personalities.

For complete information and entry forms, write to A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.

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By ROSS TUCKER

University of California

Intramurals for Thousands!

WITH all the outcries about over-emphasis in college athletics, most people have lost sight of the positive good being wrought by the departments of physical education at hundreds of universities, both large and small.

The University of California, for example, which boasts of fielding "35 teams in 20 sports in 375 contests yearly—the greatest intercollegiate program west of the Mississippi," has, as do many other similar institutions, an excellent intramural program.

In fact last year this program embraced 769 teams and 6,134 participants in 1,579 games or matches—a grand total of 16,225 man-hours of participation!

"At California," says Ralfe D. Miller, supervisor of intramural sports, "we have a program that fits the needs of every male student. It features such sports as touch football, tennis, horseshoes, volleyball, bowling, basketball, handball, softball, table tennis, badminton, plus swimming, track, and golf.

"In addition, we have individual University championships in boxing, wrestling, fencing, weight lifting, and gymnastics—plus an annual intramural sports carnival."

Funds for California's intramural program are derived mainly from the department of physical education budget and from the Associated Students organization, which finances all awards.

Organizational responsibility rests with a seven-man committee whose main aim is to promote and create interest in intramural activities. Chairman is Dean Hurford E. Stone, who is President Robert Gordon Sproul's representative. Second man is Frederick W. Cozens, Director of Physical Education. The University's Athletic Director, Brutus K. Hamilton, is the third member.

Then there are Ralfe Miller, Supervisor of Intramural Sports; Henry A. Stone, Supervisor of

Minor Sports, Department of Physical Education; plus the students serving as Chairman of the Athletic Council of the ASUC and Senior Manager of Intramural Sports.

The California system calls for five different leagues. First is the National League which is composed of social fraternities. Then there's the American League, made up of organized campus groups other than Greek letter organizations. Next is the U.C. League, which embraces individuals or groups organized around a mutual sport interest.

The fourth category is Inter-Class competition, which is open to all qualified students, and finally, there are open individual tournaments which are also open to all students.

Eligibility rules are simple. A medical okay is essential and "no student or officer of the University shall be eligible who has attained 'varsity standing' or is a member of an existing varsity, junior varsity, Rambler, weight team or freshman squad in the sport concerned."

This keeps members of the foot-

ball team, say, out of intramural touch football and gives Saturday's rooters a chance to carry the ball. The only exception is that baseball players may participate in softball, but this doesn't make too much difference since a number of swift underhand chuckers are available.

The most popular single sport is touch football, which can get as rough as a varsity game at Memorial Stadium. Teams are composed of seven men and games must be played on a regulation intramural field with two referees provided by the P.E. department. The games are played in two 20-minute halves.

The complete breakdown on all intramural sports appears in the accompanying table.

The awards in both American and National leagues consist of permanent team trophies for the various sports winners. Additional permanent awards are presented to the winners of All-University championships (special play-offs between the winners of each league). Winning teams may purchase, at

Sport	Teams	Participants	Total games	Total man hours
Touch football	83	1,281	150	2,100
Basketball	121	1,186	365	3,650
Volleyball	69	840	103	1,236
Tennis	56	251	116	928
Horseshoes	51	204	84	672
Bowling	62	186	97	582
Handball	47	157	65	390
Wrestling		34	40	80
Boxing		80	120 bouts	240
Fencing		8	24	6
Judo		17	20	40
Gymnastics		23	1 meet	46
Softball	80	960	162	3,240
Badminton	40	115	82	328
Table tennis	53	177	122	732
Golf	28	92	1 meet	368
Track	43	309	1 meet	927
Swimming	36	203	1 meet	609
Squash racquets		11	25	50
Totals	769	6,134	1,579	16,224

their own expense, individual awards for members of their squads.

Victory trophies are also awarded to the fraternity scoring the greatest number of points in the National League and to the organization scoring the greatest number of points in the American loop.

Individual awards such as an intramural medal or belt buckle or some other suitable recognition is presented to each member of the winning team in U.C. League competition. Medals are awarded to both Inter-Class champions and to victors of individual open tourneys.

How do teams score points? First of all, points are awarded in all competitions in which the entry list represents a majority of the organizations competing in the league.

For basketball, touch football, softball, volleyball, and tennis, the winner receives 20 points and the runner-up, 15. Other squads receive two points for each game played or reported for in winner's bracket play, and one point for each game played or reported for in the loser's bracket.

TWO LOSSES AND OUT

Each team starts out in the winner's bracket and one loss drops it into the loser's bracket. Two losses eliminate a squad from further participation in the particular sport.

For crew, golf, and skiing, the victorious team wins 10 markers, the second-place squad seven points, and so on with each entry receiving at least one point.

Track and swimming net 15 points each for first, 10 for second, eight for third, and then down the line with one point as minimum.

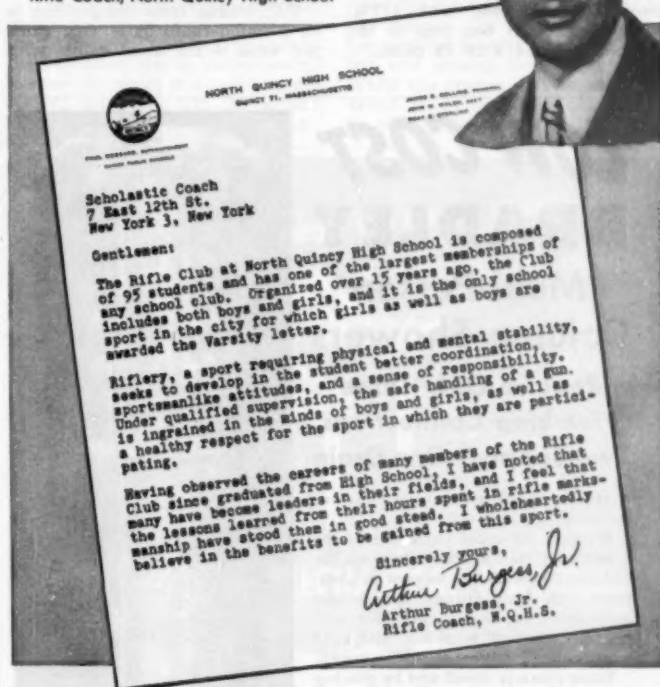
Table tennis, squash racquets, handball, badminton, horseshoes, and bowling take 10 with runner-up receiving seven. Other teams rate one point for each match or game in the winner's bracket and one-half point for each match played in the loser's bracket.

Still more points may be obtained by reaching the University championship play-offs. The winning team receives one-quarter of the total points won as league winner of the sport, while the loser earns one-eighth of the points won as league winner.

For example, if a team were to cop the American League touch football crown and then go on to win the All-University title, it would reap a total of 25 points—20 as league champ plus one-fourth of this sum, 5, for winning the play-

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off. The defeated finalist would reap a 2½-point bonus, for a 22½-point total. University play-offs are one-game, sudden-death affairs.

Last year out of the 13 season-long sports, there were 10 All-University play-offs, four of which were won by National and the six others by American league teams.

Bowles Hall, University-sponsored and representing the largest men's group, won top individual honors by capturing seven American League and four All-U crowns. Naturally, Bowles had the most total points for the year with 177½, while Sigma Chi was tops in the National League with 98 points.

American and National League competition in touch football, horseshoes, tennis, squash, badminton, bowling, basketball, softball, table tennis, and volleyball, is conducted on the double-elimination plan—a team having to be defeated twice before being eliminated.

The type of tournament for baseball depends upon the number of entries. If a large number of teams are participating, the single-elimination tourney is played. If a small number of teams are entered, a double-elimination is staged.

U.C. league team competition is on a round-robin basis. One game per week is the usual quota, with

the two or four teams having the best percentage standing at the end of the semester meeting in a double-elimination tournament for the league championship.

For individual competition, U.C. offers the ladder, or challenge, plan in which a player may challenge the two players immediately above him. Original positions on ladders are determined by a single-elimination tournament at the beginning of the fall semester.

Any plan calling for recreation on this large scale involves trained personnel. Miller has been on the job at California for 25 years. Directly under him is the senior manager of intramural sports, who is appointed by a special committee consisting of the Director of Athletics, the Supervisor of Intramural Sports and the outgoing senior manager.

At the beginning of the fall term, the senior manager issues a call for eligible juniors interested in managerial work in intramural sports. At the end of this term, six or less of those signing up are recommended for junior appointment. The senior manager is awarded the Big "C" letter for his work, while the junior managers are presented with junior manager sweat-ers.

SELECTION OF OFFICIALS

Officials and referees are selected at the beginning of each semester with preference given to physical education majors. To round out the picture: The various organizations select an intramural representative to serve as chief liaison between the Intramural Office and the organization.

This type of intramural setup fits right in with advanced education. It doesn't require the time or effort spent in whipping up a "big time" sport, and it affords huge masses of students an opportunity to play several wholesome games—games which have both immediate value and which may be continued in later life.

This plan, with few exceptions, is nearly standard throughout the country and is even penetrating into the high school field. To the great majority of college students, it's just as important—maybe even more so—as the intercollegiate program since it permits everybody to play. Maybe it's time we began paying more attention to programs of this nature—to what it can do and is doing for many universities throughout the nation.

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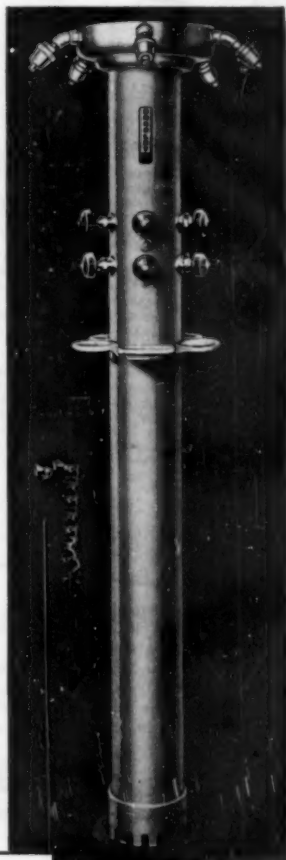
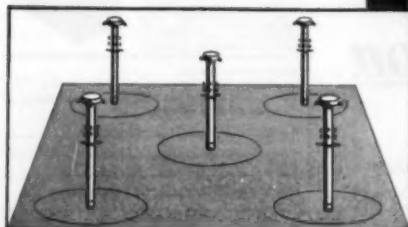
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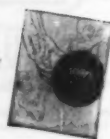
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T.C.U.'s Spread Formation

(Continued from page 11)

which would make it possible for the snap to go directly either to the tailback or fullback. This would not only make possible fairly quick stabs at the line in the event the opponent weakened his center to reinforce the flanks but also opened up the possibility of a series of short reverses with trap plays. It would also produce a rather effective "fullback series."

To obtain these results, we installed a variation which moved the fullback in behind the guard, either right or left. The end and halfback adjusted on the side from which the fullback was removed, with the result shown in **Diag. 2**.

This formation, which we call "normal" right or left, is almost in perfect balance and the striking power is about equal to either side. In this respect, it approaches the double-wing much more closely than the "basic" formation. The blocking from this formation can be fairly uniform whether the fullback is stationed right or left. And, of course, almost all of the pass patterns used from the basic spread can be employed from this variation.

Wherever possible, we try to keep blocking assignments uniform on the two formations. Usually, only one or two players will be involved in a change or under certain circumstances.

VARIATIONS IN SPACING

We permit our players some latitude in the matter of spacing on any of our spread setups. After studying the defensive pattern and individual play of an opponent, our blockers may determine for themselves minor changes in spacing that will make their job easier.

Consider the five middle men for instance. The center, of course, must keep his position over the ball and so is inflexible. But both the guards and tackles may vary. Normally, the guards are split six or eight inches from the center to give them freedom of movement. If, however, the defense or play of an individual opponent makes it necessary, the guard or guards may tighten in.

Flexibility is possible to an even greater extent for the tackles. They can "feel out" their opponents early in the game and vary position accordingly. If faced with a defense that puts a man directly over the

center and others directly in front of the tackles (which we consider a five-man spacing), we like our tackles to experiment by widening out. If the opponent does not follow out but continues to play territory, our tackle gains a decided flanking position to the outside.

Later, in the discussion of spread play by individual linemen, we will explore all these possibilities at more length. At this time, we are only interested in pointing out that variations in spacing are possible.

If the linemen have some freedom in this matter, the backs enjoy even more. The position of every back in the formation can be varied widely to meet the needs of a play or a defensive maneuver. On the spread, such changes are difficult to detect.

In the short time given an opponent before the ball is snapped, it is frequently hard to spot a variation of as much as two feet. Nor is the variation, if spotted, necessarily a give-away on the play called.

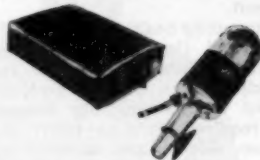
For instance, the fullback on our spread right may "fudge in" several inches if he is to get the ball on a quick handoff on our short reverse. Or, he may steal a few inches if the position of the man he is to block on a play to the strong side warrants. The change is difficult to spot even by the nearby defenders. In like manner, the tailback can vary his position several inches right or left and several feet up or back. While this change may be easier to detect, its purpose may not always be what is indicated.



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Semester Plan for Health Education

HEALTH teaching has always been a sort of stepchild of the physical education program, and has suffered because of it. The course is usually dragged in as an afterthought and lacks the organization and administration of other courses.

In some schools it is taught once or twice a week for one, two, or three years; while in other schools it is taught for five periods a week for a semester or for a year. In some instances, films alone are used as a medium of instruction, while in others a few lectures are given. In still others, a course of study is followed and various learning experiences are used.

The teacher selected to give the course may or may not be trained for the job. He (or she) may be the home-room teacher, or simply the one with the lightest academic load.

Recent research and the changing concepts of health education indicate a need for a more uniform course content and more suitable methods of presentation. Health education, though accepted by most school administrators, must be given status. It should not be competing with physical education for pupil time and interest. It needs to be recognized, organized, and presented so that it can stand on its own merit.

THREE-TWO PLAN

In Washington, D. C., Health has been taught in the senior high schools since September 1942 as part of the three-two physical education program. One period, three days a week, is for physical education, and the two remaining periods are for health education.

All of the health course, except for nutrition, is taught by the physical education teacher. Nutrition is taught by a teacher from the Home Economics Department.

A course of study consists of units on personal hygiene, nutrition, mental hygiene, first aid, safety; alcohol,

tobacco, and narcotics; and community health.

The personal hygiene unit is taught at the 10-A (lower soph) level, and is designed to acquaint the pupil with the human body.

Nutrition, taught at the 10-B (upper soph) level, provides training for the wise selection of food, the value of the various foods in growth and development, and the digestion of food.

In the mental hygiene unit, taught at the 11-A (lower junior) level, the problems of growing up and adjusting to society are studied and discussed.

First aid is taught in 11-B (upper junior) to give the pupil an oppor-

By JOSEPH P. CARLO

Woodrow Wilson H. S., Washington, D. C.

tunity to learn to prevent accidents, and what to do in the event of an accident.

Community health is taught at the 12-A level (lower senior) to encourage an understanding of and participation in solving problems related to communicable diseases. The required units on safety and tobacco, alcohol, and narcotics are integrated with the above material.

PROBLEMS UNDER THREE-TWO PLAN

The above units were taught at Woodrow Wilson H. S. just as presented until September 1949. At that time, the health and physical education department felt that the three-two plan possessed too many disadvantages to continue under it. Interest was difficult to maintain and discipline problems were taking up too much of the teachers' and administrators' time.

Another practice that proved unsatisfactory was that of giving one mark for both physical education and health education. Many pupils

didn't demonstrate the same ability in each area, but the one-mark system made it impossible to show either parent or pupil the area in which proficiency or weakness was exhibited.

Then, too, at the 10-B level, though only one mark was given, the pupil had two different teachers—one for physical ed and one for nutrition.

The lapse of time between classes, sometimes two or three days, also created difficulty. It necessitated much reviewing at the beginning of each class period and also made it difficult to have a satisfactory plan of project work.

Another difficulty was that the pupil never got an overall perspective of the course, since the teaching was in terms of separate units, as outlined.

Integration, considered by some educators as being essential to effective teaching, wasn't likely to occur where so many teachers were involved with the same pupil in the same subject field. Under this plan, some pupils could have as many as six different teachers during the entire course.

NEW PLAN

The comments of many of our pupils concerning this plan of health instruction were revealing: "Why did we have to take that?"—"It was a waste of time."—"We would have been better off to have spent the time in the gym."—"I didn't learn anything in there."

The unfavorable reactions of the pupils plus the difficulties encountered in trying to put across our health education program forced us to devise a different plan—one that would be more satisfactory from the standpoint of the pupil, the teacher, and the administration.

After considerable discussion and research, the plan of teaching the health course *five days a week for one semester*, rather than in separate units for five semesters, was approved as an experiment at the 10-B level. Upon moving into 11-A, the pupils would then be offered physical education five days a week for the entire semester.

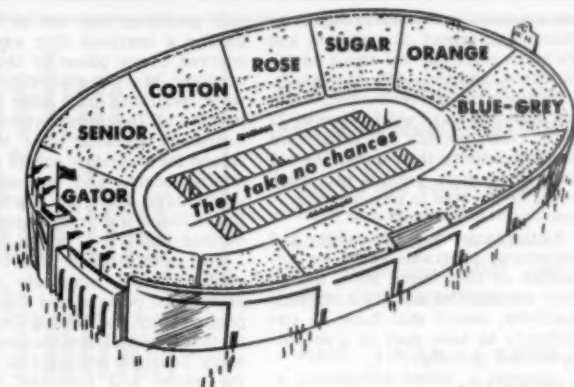
Before taking this step, it was necessary to demonstrate to the principal that the new plan could be put into effect without creating schedule problems. A study of pupil programs was made, and it was found most feasible to insert the course at the 10-B level.

There were many other reasons for presenting the health course in 10-B besides the technicality of scheduling. 10-B pupils have had

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one semester in which to adjust to senior high school, and at that age are much more curious about health problems than they are later on.

During a three-year course, under this plan, the boys would receive 72 more class periods of supervised physical activity than under the old plan, since more periods per week would be devoted to physical education.

At the same time, the varsity and intramural programs could be expanded so that these boys, during their semester of so-called physical inactivity, would still have an opportunity to take part in a school-supervised activity.

TEACHING AIDS

Still another reason for placing this course at the 10-B level was that approximately 90% of the boys were also taking biology at this time. The course of study was discussed with some of the biology teachers, and it was agreed that the emphasis in health education should be on the practical application of health rules and principles. The feeling was that better results would be obtained from health teaching where the science and health education people worked more closely together.

Grade placement, though a diffi-

cult problem, was not as hard as finding a textbook that adequately covered every phase of the course of study. Many textbooks on health were available, but none of them covered all the units required in the course. A suitable basic text, designed for secondary school use, was finally located and necessary supplementary materials such as the Red Cross First Aid Manual, were decided upon.

The next problem was obtaining certain visual materials such as pamphlets, posters, and films. A list prepared by the Health Committee of the National Association of Biology Teachers provided us with all the poster and pamphlet material needed to supplement the text. All that remained was to plan the use of films, and order those needed from the Visual Education Department.

TESTING

In order to show the comparative effectiveness of the two plans, it was necessary to find some method of evaluation. The problem here was to find a test that wasn't too easy and that would specifically test the increase in health knowledge and practice of the pupil. The test finally chosen came closest to fulfilling the above requirements.

(Health Education Test, Knowledge and Application for Grades 7-12 and College by Shaw, Thayer and Brownell, Acorn National Achievement Tests for Secondary Schools and Colleges, Rockville Center, N. Y.)

The test was used both as a testing and teaching device. It was administered as a pre-test to the group starting the new plan, and as a post-test both to the same group and to the classes finishing under the old plan. The post-test could thus serve as a basis for any change in emphasis in future health education teaching.

The results were most satisfactory and encouraging. Many of the problems encountered under the three-two plan disappeared. The course was given status and the pupils reacted to it as to any other class.

The testing program carried on during the past years indicates that the pupils taking the semester health course have a much better knowledge of health and its application than the pupils taking it under the old plan.

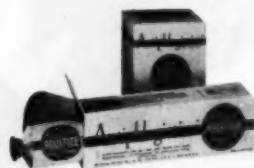
The health and physical education staff of Woodrow Wilson is aware of these improvements and feel that teaching under the semester plan has been much more satisfactory than under the old plan.

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Coaches' Survey

(Continued from page 20)

cials he had during the season. The results indicated a definite dissatisfaction with the officiating in general.

The most frequently mentioned deficiency was "inconsistency." "Out of position" came next and "not calling the game close enough" was third. "Not knowing the rules" and "weak or slow whistle" followed in that order; while "indecisiveness," "anticipating fouls," "officials not working together," and "allowing the game to get out of control" comprised the next group of complaints.

INDIVIDUAL REQUISITES

From a list of eight characteristics, the coaches chose aggressiveness as the most important individual attribute. The seven other characteristics, in their order of selection, follow: shooting ability, speed, competitiveness, defensive ability, height, passing ability.

It would seem that most coaches have learned that the daring, aggressive player is of inestimable value in winning basketball. However, the low ranking of height and passing ability is difficult to understand. Most authorities would certainly disagree with this.

(Ed. note: The vital importance of height was clearly expounded in the section on "Team Height," and it's impossible to reconcile the coaches' thoughts in that section with their thinking in this.)

MATURITY OF PLAYERS

Regarding the classes from which the first stringers were derived: 56% were seniors, 34% juniors, 9% sophomores, and only 1% freshmen.

An attempt was made to determine the relationship between won-lost records and the grade level of the players. The results showed quite clearly that teams winning more than half their games depended more upon upper classmen than the teams winning less than half their games.

Though sophomores made up 15% of the varsities winning less than half their games only 6% could make first string in the group winning over half its games.

Both groups relied about evenly upon juniors for first-string assignments. The group winning less than half its games used only 49% seniors on its first string, while the group winning more than half its game employed 60% seniors.

The foregoing offers a resume of most of the pertinent findings of the investigation, and it's hoped that the findings will prove of some value to basketball coaches in the season ahead.

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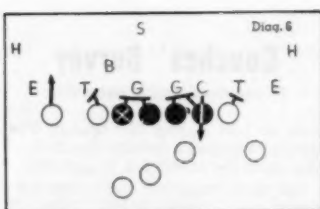
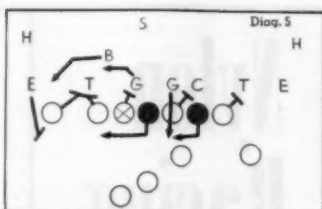
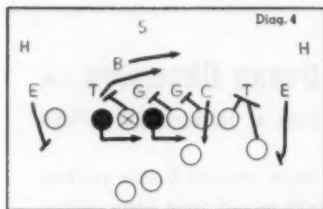
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Defending the Single Wing

(Continued from page 7)

If pass is attempted, rush. Never allow offensive end to hook you outside.

Defensive Weak Side Tackle: If weak-side guard is split, play directly on him up to two feet. If he is tight, position on his outside shoulder. When guard pulls to the strong side, drop back that side at a 45° angle and cover. If end blocks in on you, whirl and release to the outside.

Middle Guard: Position yourself between the center and the strong-side guard. Should the offensive guard pull to the strong side, drive sharp that way and follow along the line, meet the ball-carrier at the hole. Should the guard pull to the weak side, drop at a 45° angle and cover that side. If guard blocks straight ahead, fight pressure.

Strong-Side Guard: Position yourself directly in front of the inside

offensive tackle and drive straight through at all times.

Strong-Side Center: Position yourself directly in front of outside tackle. If the tackle pulls to the weak side, slash that way along the line and meet the ball-carrier at the hole. If the tackle drops as in a pass block, drop straight back and cover for the pass. If the tackle pulls to the strong side, drop at a 45° angle to side he has pulled and cover the ball.

Strong-Side Tackle: Position yourself on the outside shoulder of the end. If a double-team with the wingback is used, fight pressure. Should the wingback leave before the snap, drive directly through the end.

Strong-Side End: Position yourself one yard from the tackle or on the outside shoulder of the wingback. At the snap, gain a position

two yards across the line of scrimmage. If the wingback blocks in on a tackle, look for a play coming your way. If the wingback leaves for the weak side before the snap of the ball, remain on the line of scrimmage and play loose. Never allow ball-carrier outside position unless you drive him deep.

Linebacker: Position yourself two and a half yards back of the defensive linemen, with your inside foot even with the center's outside shoulder. Key on the weak-side guard and end. If the end blocks in, drive to the spot on the line of scrimmage where the end originally lined up. If the guard pulls to the strong side, follow even with the ball. If the end releases downfield and the guard goes into a pass block, bump end and drop back to cover pass.

Defensive Halfbacks: Six and a half yards deep with inside foot even with outside foot of the defensive end.

Safety Man: Seven and a half yards deep lined up directly with strong-side offensive guard.

clockwise, trapping and kicking across the circle as they move. This is an excellent conditioner as well as good ball handling practice and a lot of fun.

No. 2: In this drill, place four to six players in single files at opposite ends of the field. Then have them dribble the ball alone the length of the field, never letting the ball get more than two feet in front of them. Since there's a man coming toward them, they must raise their head and look, which is something a good ball-handler must always do. Stress dribbling with the inside of the foot and that the toe should not be used.

Next, place four backs about five yards apart between the two lines and have each dribbler weave in and out, feinting at each back as he goes by. At first, keep the backs stationary; then allow them to feint a charge at the dribbler, and finally give them three yards on front, side, and back in which to tackle the dribbler or steal the ball.

The next part of this drill is

teaching the dribblers to pass on the run. Set the boys up in two lines about 10 yards apart. Then have each boy and his partner on the other line pass back and forth the length of the field, never taking more than two dribbles before passing. Stress ball-control and a yard lead on every pass. On the return trip, make the boys reverse positions so they are trapping and passing with the opposite foot.

No. 3: A splendid drill for reflexes that's fun for all is the Circle Dodgeball Drill. Deploy about 10 men in a large circle and another 10 inside it. Give the outside men a ball and at a given signal have them kick the ball at those inside. All kicks must be made with the inside of the foot and the arch.

Any player inside the circle who's hit below the waist goes "out" and must stand behind the man who hit

him. He's allowed to retrieve any loose balls that go outside the circle, but must dribble them back to his hitter. This game is run on time, with five minutes being allowed for each team inside the circle.

The team having the most men inside the circle when time is up is the winner. If both teams lose all their men before the five minutes are up, the team which stayed in the longer is the winner.

Soccer, though a highly skilled game, can become very monotonous to practice. To successfully coach it, you must keep the interest of the squad at a pitch. Over the past 15 years, I've found the foregoing drills not only conducive to quick reflexes and good condition, but a welcome diversion to the boys.

In short, the boys have been able to learn the fundamentals and have a lot of fun while doing it. You can't ask for anything more.

Fun for the Soccer Forwards

(Continued from page 30)



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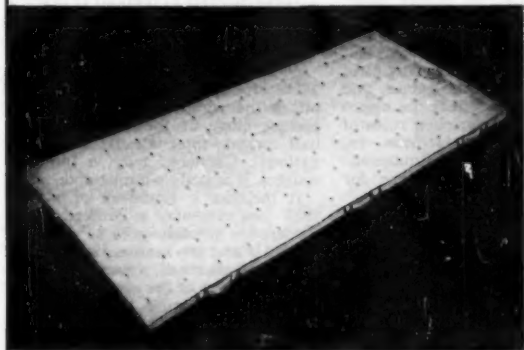


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New Books on the Sport Shelf

- **FOUNDATIONS OF PHYSICAL EDUCATION.** By Charles A. Bucher. Pp. 417. St. Louis: The C. V. Mosby Co. \$5.50.

ANYBODY essaying a book on "foundations" in any field takes on a pretty big assignment. In physical education, the task is truly herculean. The source material alone would take almost a lifetime to cover adequately.

However, Dr. Bucher, associate professor of education at New York University, has succeeded in squeezing into a little more than 400 pages the past, present, and possible future of physical education. Principles, history, methods, objectives, and status are very ably presented for student, teacher, and administrator.

The biological, psychological, and sociological interpretations of physical education are particularly well-presented; and the questions and exercises at the end of each of the 22 chapters are extremely thought-provoking. Selected up-to-date references supply the reader with an abundance of supplementary source materials.

All in all, Dr. Bucher has performed a distinguished, commendable job, and his book offers a literate addition to the library of all educators.

—Henry F. Donn

- **PHYSICAL EDUCATION ACTIVITIES, SPORTS AND GAMES.** By Louis E. Means. Pp. 328. Illustrated—photos, drawings, diagrams. Dubuque, Ia.: Wm. C. Brown Co. \$4.

SINCE the modern physical education program encompasses a wide variety of activities, the college and high school instructor must be thoroughly conversant with every game in the "book." Most instructors acquire this background in their undergraduate courses. Others pick it up as they go along, while still others are always scrambling around for source materials.

Here's a general sourcebook that will satisfy everybody's needs—student, instructor, coach. Covering 24 of the more popular sports, games, and physical activities, it offers the origin and history of each, abridged rules of play, equipment and facilities required, teaching hints and fundamentals, and minimum precautions for safety.

The sports selected are all capable of inclusion in the modern program. They include: Angling, bait and fly casting; archery, badminton, basketball, bowling, boxing, games (mass, informal, recreational, and relays), golf; gymnastics, apparatus, and tumbling; handball, horseshoes, shuffleboard, soccer, softball, speedball, squash racquets, table tennis, tennis; touch and flag football, six-man foot-

ball; volleyball, water polo and water basketball, weight training and weight lifting, wiskit, and wrestling.

The text is 11" by 8½" in size, soundly organized, tersely written, and nicely illustrated with both drawings and single and progressive action pictures.

- **THE T FORMATION FROM A TO Z.** By Forrest W. (Frosty) England. Pp. 192. Illustrated—photos and diagrams. Danville, Ill.: School-Aid Co. \$4.50.

ONE of the earliest disciples of the split T, Frosty England has been working and experimenting with it for 10 years; and his version of it is now recognized as one of the soundest in the land. Exhibit A in the testimonial department is the record book. It shows that Frosty's Arkansas State College club last year topped the nation with 456 points!

Frosty uses nothing but T stuff. He lives, sleeps, eats, and drinks it; and if you're looking for anything else he warns you to stay away from his book.

England employs five series of plays: (1) the split T series, which he believes is the greatest single series in football; (2) the left half trap series; (3) the right half trap series; (4) the fullback trap series; and (5) the direct pass to the fullback series.

The book analyzes each of these series at considerable length. All the basic plays are diagrammed and explained in detail. In addition, England covers all the other basic coaching elements—offensive line play, offensive backfield play, passing game, meeting changing defenses, defense against the T, defense against the passing game, fundamental drills, and quarterback strategy for the T.

All of this is good solid coaching stuff that can be recommended to every school and college mentor.

- **1952 CONVERSE BASKETBALL YEAR BOOK.** Edited by Wallace R. Lord. Illustrated—photos and diagrams. Malden, Mass.: Converse Rubber Co. Free to coaches.

THIS stunning and absorbing annual offers the complete fact, figure and picture story of the 1951-52 basketball season—international as well as national. Garnered from a thousand sources, it is truly a stupendous work.

It includes a round-up of all the 1952 tournaments, a conference-by-conference breakdown, a summary of the AAU and pro seasons, a resume of Olympic basketball, a record and picture run-down of the state high school champs, the scoring leaders for the season, and Chuck Taylor's All-American team.

Also included are interesting coaching articles on various aspects of play, a discussion of the new rules by Os-

wald Tower, an article on girls' basketball, and a host of other fascinating features about the game.

For your free copy of this excellent annual, check the listing under "Converse Rubber" in the Master Coupon on page 71.

- **FOOTBALL RULES SIMPLIFIED.** Compiled, edited, and published by Frank R. Colucci. Pp. 84. Illustrated—drawings. Flint, Mich. \$1.

BECAUSE it's always been his feeling that the philosophy of the football code is too complicated for easy assimilation, Frank Colucci, the inventive Flint, Mich., sports figure, has devised a workbook which breaks down the rules into simple form and thus enables the individual to quickly digest the fundamental structure of the code and quickly and accurately enforce it.

Many free-line drawings simplify the rules study, and the entire text is clear and simply projected.

The author makes it clear that this book is a supplement, not a substitute for the official rule book. It's an 11" by 8½" job printed in mimeograph form to keep the cost down and the price right.

- **PROCEEDINGS 57th ANNUAL CONVENTION OF AAHPER.** Pp. 127. Washington, D. C.: American Assn. for Health, Phys. Ed. and Rec. \$2.

A PERMANENT record of the meetings composing the 57th annual AAHPER convention. Fully outlined are the section programs of the four divisions—health ed, physical ed, recreation, and general—plus excellent condensations of the general session speeches and highlights of the business meetings and meetings of affiliated organizations.

"Here Below"

(Continued from page 5)

action and the offense had to be summarily dealt with.

But what happened to the agent provocateur—the spectator? Was he tossed out of the hall? Did a court of justice sit in on him? Was he suspended from watching future games—from starting other disturbances? Was Willie and all the other Willies playing high school ball promised protection against such louts?

Therein lies the rub. Willie is punish—and rightly so—for his part in the disturbance. Yet nothing is done to curb the real menace from putting on his act at the next game.

The spectator menace offers a sharp challenge to our high school sports program and it must be dealt with promptly, fearlessly, and effectively if the program is to live, prosper, and keep the respect of the public.



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End Play

(Continued from page 24)

9. When "on a passer," take him with your inside arm high and the outside arm low to prevent escape to the outside.

10. When covering punts, move downfield with all possible speed. Never play off a blocker with two hands, since it's impossible to run at top speed with two hands warding off an opponent. One hand is plenty for pushing-off in this case.

11. I'm old-fashioned enough to believe that tackling should find its way into the end drills. Tackling practice may be held in conjunction with the entire squad, but the basic principles should be taken up in your defensive-end drills.

12. In your defensive plans, give clear, definite assignments to your ends. I'm still haunted by memories of coaches who gave their ends inside responsibility and yet bawled them out when someone ran fast and loose outside them.

Passing Game—for Ends

1. Though most coaches are conscious of the value of arm and hand relaxation, few stress finger spread on the ball. Many ends catch passes mainly with their palms. If the fingers are spread, the braking area is more extensive and enables greater control of the ball.

2. Work on getting your ends off the line quickly. Shooting and spinning are two methods which enable ends to get downfield when held up. The spin is executed by feinting in one direction, then hitting with the away shoulder and spinning off. The shoot is a dive out on extended arms, scrambling to bring the feet up and continuing downfield. These escapes should be employed in all passing sessions.

3. Make the end take his fake up to the defensive back. Too often, fakes are utilized at too great a distance from the defender. The back then merely drops off and climbs on again when he finds the true direction of the cut.

4. When a defensive back is to be faked, maintain the fake long enough to get the desired reaction. Too quick a fake may not produce any particular reaction.

5. The hook pass is the most difficult of all to get across properly. Begin work on this pass as soon as the ends' legs are in shape. An inside hook should be accompanied by a long outside fake—and vice versa.

6. Give your ends plenty of competitive work in battling for the ball. In our passing drills, we em-

ploy the old maxim, "If I can't get it, he isn't going to get it either."

7. Insist that your ends come back sharply for under-thrown balls or passes which hang. This will safeguard against interceptions.

8. On high passes which give the defense time to collect, have your ends go up for the ball. We drill our ends on leaping, with stress on timing, until they're rubber-legged.

9. Don't allow an end to arch his body back from a chest-high pass thrown just ahead of him. This common error results in tensing the body, taking the eyes off the ball, and breaking stride. This pass should be picked with the thumbs in, and in full stride.

10. When an end must turn in and wait for a pass, have him spread his legs not only to brace himself but to make it more difficult for the defensive man to break through to the ball. Upon taking the pass, he should be prepared to drop a shoulder and spin, fighting his way upfield.

11. Give your ends definite fakes to perform. In football you can expect concrete results only from concrete methods which are drilled upon to perfection.

12. Most boys, with application, can become at least fair pass receivers. Never rebuke an end for dropping a pass. However, insist upon proper reception. Don't gloss over passes reached for with only one hand, or boys who stretch for the ball before it comes to them.

Ready for Massage

(Continued from page 42)

of microscopic studies of the massaged areas. These sections showed no change in the fat tissue, although the massage had been severe enough to induce many small hemorrhages. This would indicate that massage has no direct effect on fat tissue.

Mechanical massage has even less effect on adipose tissue and is considerably more dangerous. Vibrators, belts, rollers, wringers, suction cups, etc., are all electrically controlled, and tempt the user to turn on the current full force "to get rid of the fat faster." Medical records show numerous cases of rupture of internal organs, hernias, and tears of muscles or their attachments due to these massage devices.

Blood and Lymph Circulation

Massage increases the blood circulation locally or generally, depending upon the extent of the area treated. It has proved more effective than heat application in increasing the circulation locally. The veins

and lymphatics are emptied by the mechanical stroking and pressure, thus greatly aiding in overcoming circulatory sluggishness.

The circulation of the blood is increased in a muscle undergoing manipulation. The fresh supply of oxygen and food products carried to the tissues by the blood stream helps build up and renew muscle fibres.

It serves to break up effused or extravasated matter (for example, after a bruise, strain or fracture) and then, by increasing the local circulation, hastens its removal. It softens scar tissue and loosens adhesions. It also enables us to stimulate the contents of the large intestine, thus aiding excretion and relieving constipation.

Effect on Muscle

Massage is of value in restoring muscular vitality. Experiments have shown that when a muscle is completely exhausted by repeated contractions in response to faradism (electric contraction), subsequent rest has relatively little effect in restoring the power of contractility.

After kneading massage, this power returns very swiftly, presumably because the waste products of muscular work have been dispersed. The mechanical compression serves as a stimulus to improve muscle tone. It aids in the removal of fatigue products (lactic acid) and so hastens recuperation after exercise.

Massage, even when vigorous, isn't accompanied by the lactic acid production and acidosis that attend even relatively mild exercise of short duration, and it doesn't produce loss of acids and alkalosis that characterize the exposure of the body to external heat.

Massage may be considered a form of passive exercise. By means of it, we can slow the muscular atrophy which follows enforced rest and disuse. It will improve the nutrition and tone of the muscles and thus retard or diminish the atrophy.

Effect on the Nerves

Massage may be employed as a stimulant or as a sedative to the nerves. Vigorous manipulations, stimulate; gentle rhythmic movements, soothe. When first applied, it may have an irritating effect over tender and swollen areas. But when continued for a sufficient period, it will produce a benumbing effect that will induce relaxation and soothe and relieve pain.

(In his next installment, the author will explain and illustrate the actual techniques of massage, including the use of lubricants, basic rules, and the components of a good rubdown.)

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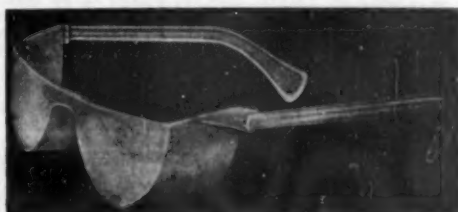
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A National Federation Resolution

Let's Keep the Present Baseball Solicitation Rule

MEMBERS of the Joint Baseball Committee and all other schoolmen interested in the sport are increasing their efforts to obtain an extension of the present baseball solicitation rule which expires on December 31. At that time, the professional clubs intend to throw out the current rule and substitute an entirely new one which would permit the signing of high school boys anytime, anywhere, at any age.

The following resolution has been unanimously adopted by the National Federation Council as expressing the high school viewpoint in regard to the welfare of both its baseball program and the participants therein.

STATEMENT

The currently operating baseball regulation known as 106 paragraph 3 (h) is based on years of effective work by influential baseball leaders interested in the welfare of baseball and of the boys who participate in it. For the past nine years they, in cooperation with high school athletic leaders through their National High School Federation, have built a cordial relationship between the high schools and major and minor league clubs and have, through the machinery of the Joint Baseball Committee, stimulated healthy interest in baseball activities and a fine articulation of the high school baseball program with that of the entire school training system.

The increase in number of schools and individual participants in those years has been phenomenal. The benefits of this cordial relationship have been equally great. While not a perfect instrument, regulation 106-3 (h) has met with a high degree of satisfaction on the part of those who have watched the developments of the past several years and there's every reason to believe that it will continue to cement the friendly relationship if permitted to operate.

In contrast is a proposed substitute for this regulation known as regulation 107, which, unless rescinded, will go into effect for 1953. This regulation, which would permit the signing of a boy to a professional contract at any age and at the whim of any baseball club agent, has no advocates among responsible high school leaders and only a few among leading figures in professional baseball.

It is in opposition to the generally accepted and traditional amateur regulations which are the basis for most of the high school eligibility rules. Even if there should be any disposition (and there is almost none) for the high school groups to entirely revise their concepts of amateurism, it

would take years to build some substitute principle of amateurism which could be accepted in the thinking of athletic leaders and the general public.

CONCLUSIONS

Under these circumstances it was the unanimous vote of the National Council that a last appeal be made to professional baseball to continue to operate under 106-3 (h) or a similar regulation which might be equally as agreeable to the schools and to a majority of the professional baseball leaders.

Likewise an appeal is made to the small minority, which can, under existing circumstances, block the desires of the majority. It is hoped that they will realize the magnitude of the calamity which would result from the proposed action.

This would result in loss of confidence in the motives of responsible baseball men; in a distinct setback to the high school baseball program; in the enactment of rigid protective eligibility rules; in a move by state legislatures to prohibit bartering in youthful skills; and in a tendency to stress substitute sports in which raids on the high school team are not perpetrated.

It was also unanimously voted to set up machinery to function, if and when necessary, to secure the support of sportswriters and announcers, sports directors, national organizations, and others interested in the welfare of the school program and of high school boys to use their influence to acquaint the public with the issues at stake and the moral principles involved. Such machinery will also involve initiation of proper eligibility action to provide added protection which may become necessary.

Operation under proposed regulation 107 or any other regulation which permits the signing of young boys without regard to their relationship to their school or similar group and without regard for the beliefs of experienced school leaders, who have been trained to administer the school program in the best interests of the boys under their guidance, would destroy the whole structure of the co-operative program which has been laboriously built over a period of years and which is based on a mutual desire to work together in a program which will benefit both groups and be of maximum benefit to all who participate in baseball.

In view of the unanimous vote of the National Council, if regulation 107 should be substituted for 106-3 (h) for 1953, it could be interpreted in only one way, i.e., that professional baseball has no regard for the welfare of high school baseball or the

high school player as envisioned by those charged by the public with the responsibility for his training, and that the professional baseball owners and officers who now hold the balance of power in baseball regulations have little desire to cooperate with the school groups and no intention of considering the welfare of the high school program.

It was the unanimous desire of the group to inform the professional baseball friends of the high school athletic program (and a large majority of its leaders have proved that they are such friends) that it is hoped that the present relationship can be continued and that some mutually satisfactory solution can be found to the difficult problem which now confronts both groups.

At the same time, fairness to both groups necessitates this clear statement of the attitude of the school group in unalterable opposition to any regulation which will encourage the signing of a boy to a professional contract before he has had an opportunity to graduate and participate in his usual school activity program.

While professional baseball is a dollars and cents business which, it might be claimed, justifies any action which might reduce bonus expense and temporarily increase the profit, professional baseball is also a national institution close to the heart of the American people. As such, it deserves adherence to some of the refinements and decencies of sportsmanship, regard for the welfare of related groups, and the welfare of the training program operated by the schools.

It is sincerely hoped that modifications in some of the other baseball regulations concerning excessive bonuses and related items will permit the minority group which proposed regulation 107, to revise its estimate of the need for any change from the currently operating 106-3 (h).

Football Rating

(Continued from page 34)

comes up with. An inverted rating occurs when a team is rated below a team which it has defeated."

Though the Saylor System has been guilty of inverted ratings in some instances, the economist simply considers it a necessary evil in his paradoxically scientific and easily understood method.

"An inversion must occur when you have a situation in which Team A beats Team B, Team B defeats Team C, and then Team C beats Team A. Such inversions do not bother me," the professor states, "but others do, and a good rating system must reduce these to the barest minimum."

Doctor Saylor spends many hours in research, gathering the necessary facts and analyzing his findings. What started as a hobby with him has now, with the acceptance of his method by the Western Conference, become a matter of more than minor significance.



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Wrestling Illustrated

(Continued from page 16)

the waist to the opponent's right ankle, as the head is moved forward to his thigh. The right foot is swung in front of the opponent's right foot, and the left knee is dropped to the mat. The ankle is then lifted quickly and pulled sideward and upward, as the head forces the opponent backward and to the mat. The left arm remains around the waist throughout the maneuver.

By the numbers:

1. Hand to ankle and head in front of thigh.
2. Right foot forward and left knee to mat behind opponent's right leg.
3. Pull foot sideward and up and force back with head.

Single Leg Drop (sequence on page 14): The start of the single leg drop is basically the same as the underarm sneak. Starting from the collar and elbow position, push the opponent's right elbow upward and swing to the outside of the right foot. Then drop to your right knee and hook his leg from behind with your left arm.

Rise immediately to the feet and lift the leg. Using the right hand under the heel will further elevate the leg and cause the opponent to fall to the mat.

By the numbers:

1. Push elbow and swing to outside of leg, dropping to right knee.
2. Hook left arm behind leg.
3. Rise, lifting leg and pushing heel upward with hand until opponent falls.

Double Leg Drop: From the collar and elbow position, pull the opponent's right arm directly toward your head and drop the head under the arm in one motion. At the same time, project the knees at the opponent's feet, letting them lead the rest of the body. Now drop the arms from the man's neck and elbow and encircle his legs just above the knees, as you land at his toes.

At this point, the opponent's upper body should be over your right shoulder. From this position, lift with your body by straightening up. As you lift, pull the man's legs sideways and dump him to the mat.

By the numbers:

1. Pull arm forward and duck head under arm.
2. Shoot knees for toes and grasp legs.
3. Lift by straightening up.
4. Pull legs to left to dump opponent.

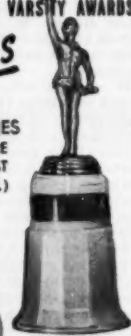
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FOR
GYMNASIUM USE



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• Marks all laundry, shoes, sports equipment, uniforms, gloves, footballs, basketballs.



DRI-FLO MANUFACTURING CO.
642 E. Ten Mile Rd. Hazel Park, Mich.

page 16): This is a spectacular take-down which is sound enough to be used by champions. From collar and elbow position, free the left hand and grasp the opponent's right wrist.

Next, move the hand to his upper arm and drop the head under his arm. Place the left foot outside the man's right foot. Then drop the right arm to his inside right thigh and swing the right leg between his legs.

From here, drop to your left hip and start a roll to the left, maintaining a tight hold on arm and leg. Roll to your knees, dumping the opponent to the mat and pulling your head clear as you land.

By the numbers:

1. Grasp right arm above elbow, duck head under and step to outside with left foot.

2. Right arm takes opponent's right leg as right leg swings between his legs.

3. Fall to left hip and roll to knees, dumping opponent to the mat.

Adapted Sports

(Continued from page 28)

The purpose of this contest is to promote interest in skilled racket-type games through natural swinging movements with either hand. No difficult backhand shots are needed to play the game, since both right and left hands are in action.

A paddle is attached to each palm by means of elastic straps, and the players use nothing but forehand swings to keep a shuttle ball going back and forth through a rectangular frame suspended eight feet from the ground.

The shuttle is nothing but a ping-pong ball equipped with a short tail to assure control. The frame is a two-by-four open net which keeps the play in close for accuracy. Since play ends when the shuttle fails to go through the frame, there's no need for elaborate game boundaries.

The simplicity of the game makes it easy enough for any youngster to play. It may be played equally well in a living room or any small outdoor space protected from the wind.

Fishing is one sport that everyone tries sooner or later. But the thrill of casting a line is never experienced by the drop-line fishermen who merely wait for a bite rather than strike out for one.

Magne-cast develops casting ability with a miniature rod and line to which a magnet is attached to catch metal fish. The quick action reel attached vertically to the rod makes possible an accurate 10- to

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CAPACITY WITH
MAXIMUM FLOOR SPACE**

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**BERLIN CHAPMAN COMPANY
also manufacturers:**

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ACCLAIMED BY PLAYERS, COACHES

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15-foot cast. The magnet is then maneuvered to attract large and small tin fish out of a shallow, wide-mouthed fish bowl.

Since the fish are numbered according to size and difficulty in handling when being reeled in, youthful casters can compete for score.

The picture shows how two boys using short three and a half foot wooden poles, taking turns or casting together, can race to empty a fish bowl and score points for landing the biggest and most fish.

The magnets are the rounded bar type, and are simply tied to the end of the lines. Their weight is just right for short casting and they possess just enough strength to raise the biggest tin fish.

The sixth and last game is called Box Soccer. Little equipment is needed other than a soccer ball and a 10-by-15 foot court divided in half by a center line. As in regular soccer, the use of the hands is forbidden.

Actually, Box Soccer resembles a miniature game of tennis played with the feet. The ball is returned on the bounce or volley with head, knee, and foot. A 15-point match provides a half hour of interesting fun for youngsters, who never realize they're learning the finer points of such a rugged international game as soccer.

These six games hardly complete the story of the constant movement in health education and recreation to give young people lasting interests which will enrich their entire lives. New methods and equipment are continually being developed to supplement learning in most of the better sports.

The field of recreation hopes to broaden its appeal so that everybody will eventually have at least two or more sports he can call his own.

BASKETBALL COACHING AIDS

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plus
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DRY LINE MARKERS

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Quality Athletic Supporters Since 1908

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- ☐ Information on Heavy-Duty Uniform Hanger
- ☐ Catalog on Gym Baskets, All-Steel Basket Racks, Foot Baths, Dressing Room Equipment

AMERICAN WIRE (71)

- ☐ Folder on Locker Baskets and Uniform Hanger

ATHLETIC PRODUCTS (35)

- ☐ Information on Shock Athletic Trainers' Knee Brace

ATLAS ATHLETIC (61)

- ☐ Athletic Equipment Catalog

AWARD INCENTIVES (68)

- ☐ Catalog of Trophies, Medals, Plaques, Ball Charms, Buttons

BALL-BAND (25)

- ☐ Basketball Scouting Book

BARNES, A. S. (17)

See adv. for free exam copy of Illustrated Sports Books—Coupon on p. 17 may be included with this Master Coupon return

BEACON FALLS RUBBER (15)

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BEHRENS MFG. (64)

- ☐ Information on Portable Water Bubbler (Water Carrier)

BERLIN CHAPMAN (69)

- ☐ Catalog on Grandstands

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- ☐ Catalog of Column Showers, Washfountains and Drinking Fountains

BROOKS SHOE (20)

- ☐ Catalog of Brooks-Tex Athletic Shoes

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- How many _____

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- ☐ Information on Indelible Marker

DUCOMMUN CO. (68)

- ☐ Catalog of Stopwatches

E-Z WALK (62)

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FAIR PLAY (24)

- ☐ Catalog on Electric Scoreboards

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- ☐ Rules Booklets for Badminton, Deck Tennis, Shuffleboard, Table Tennis, Bat Tennis

GEORGIA MARBLE (57)

- ☐ Information on Plus Five White Line Marker

GRISWOLD, LARRY (71)

- ☐ Information on Trampoline Bed and Trampoline Manual

H. & R. MFG. (71)

- ☐ Booklet on Football and Other Fall Sports
- ☐ Dry Line Markers

HAND KNIT HOSIERY (38)

- ☐ Information on Wigwag Athletic Socks

HILLYARD SALES (49)

- ☐ Schedule and Sports Inventory Book

HOOD RUBBER (41)

- ☐ Catalog on Basketball Shoes

HORN BROS. (27)

- Information on
- ☐ Folding Gym Seats
- ☐ Folding Partitions
- ☐ Folding Stages
- ☐ Horn Representative
- ☐ Classroom Wardrobe Folder

HUSSEY MFG. CO. (65)

- ☐ Catalog on Steel Portable Bleachers
- ☐ Water Sports Equipment Catalog

IMPERIAL KNITTING (37)

- ☐ Information on Official Award Sweaters

KAHN, ARTHUR (67)

- ☐ Addresses of Nearest Uniform Makers

KENT LANE (71)

- ☐ Information on Basketball Film by Rupp

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- ☐ Information on Mouth Protector

MOHAWK VALLEY SPORTS (65)

- ☐ Information on Basketball Blinders
☐ Information on Tapping and Rebound Basket

NADEN & SONS (64)

- ☐ Electric Scoreboards and Timers
☐ Baseball Catalog
☐ Basketball Catalog
☐ Football Catalog

NATIONAL SPORTS (64)

- ☐ Price Catalog on Jim-Flax Gym Mats

NIAGARA MASSAGE (55)

- ☐ Booklet on Niagara Massage for Athletes

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- ☐ Booklet, "Tips on Trampolining"
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NURRE COS. (32)

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O-C MFG. (71)

- ☐ Information on Knee Braces
☐ Catalog on V-Front Athletic Supporters

OCEAN POOL SUPPLY (59)

- ☐ Catalog on Racing Trunks, Diving Trunks, Terry Robes, Sweat Suits, Accessories

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- ☐ Catalog on Pennbilt Line of Balls

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- ☐ Information on Rubber Broad Jump and Fencing Mats

PLAYTIME EQUIPMENT (63)

- ☐ Catalog on Welded-Steel Bleachers

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- ☐ Book, "How to Play Basketball" by Hank Iba
How many _____
☐ Book, "How to Play Football" by Charlie Caldwell
How many _____

RAWLINGS MFG. (3)

- ☐ Catalog on Fall and Winter Athletic Equipment

REMINGTON ARMS (53)

- ☐ Instructor's Manual on Operation of a Rifle Club

RIDDELL, JOHN T.

- (Inside Front Cover)
☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

SAFE-PLAY GOGGLE (59)

- ☐ Information on Safe-Play Basketball Goggles
☐ Information on Non-Shatterable Football Goggles

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☐ Catalog on Award Sweaters and Jackets, Basketball and Football Pants and Jerseys

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- ☐ Information on Spray Dispenser for Athlete's Foot Control

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- ☐ Information on Skinner Fabrics

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- ☐ Catalog
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- ☐ Catalog on Trophies, Plaques, Medals, Cups

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- ☐ Catalog on Roll-A-Way Stands
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- ☐ Catalog

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(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

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*Aerated
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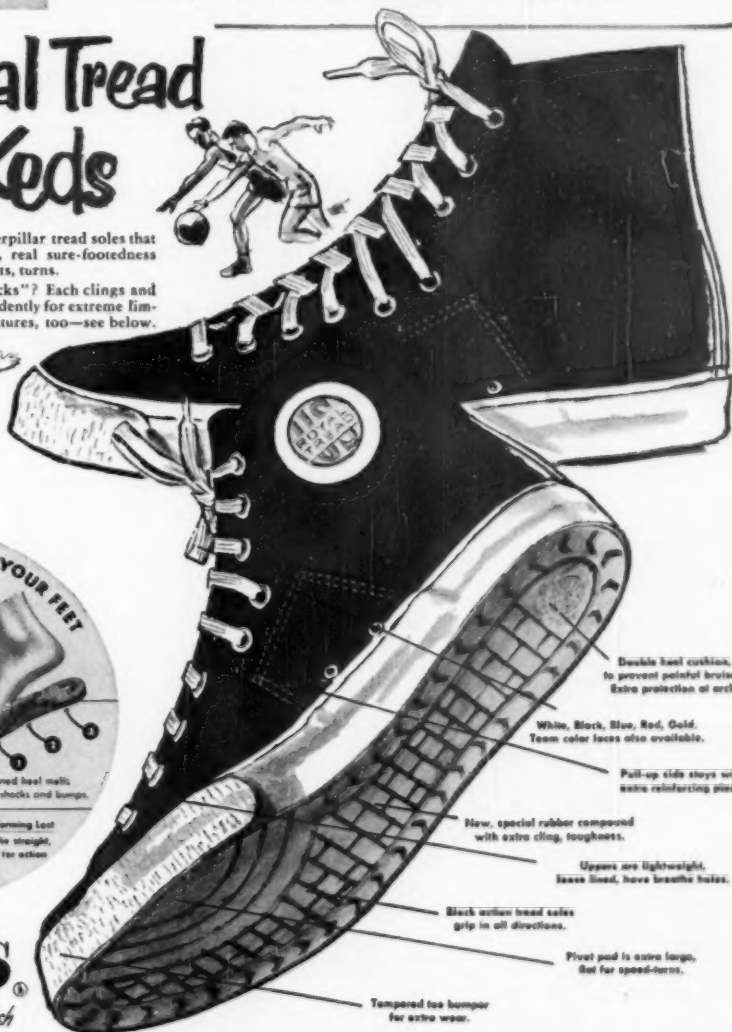
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New, special rubber compound with extra cling, toughness.

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The Shoes of Champions—They Wash



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Late last month, IVORY SYSTEM salesmen began calling at schools and colleges throughout the nation, and began also to submit their annual reports of the birth of many new "reconditioning" concerns. Each year the pattern is repeated: new firms spring up, offering some substitute for IVORY SYSTEM experience and quality.

Ordinarily, new concerns, which have no reconditioning experience to offer, substitute the argument that they are "specialists" in some phase of renovating — generally, they are "shoe specialists" or "cleaning experts". They are specialists in these branches of the industry solely because they own some shoe machinery or

laundry equipment, and perhaps have some civilian experience in these lines.

The fact remains, however, that the problems of handling civilian clothing and athletic equipment are vastly different, and that an expert civilian shoe repairer is an apprentice reconditioner. The true "shoe specialists" of the industry are the IVORY SYSTEM shoe men, many of whom have been repairing, not shoes, but *athletic shoes*, for thirty years. Their reputation for unequalled workmanship and their wealth of experience at the trade which must concern *you* as a coach or athletic director, cannot be matched by any new pseudo-expert.

***Be sure, GO IVORY, the one firm with a tested reputation
for expert performance.***



"IN A CLASS BY ITSELF"

Ivory System

PEABODY, MASSACHUSETTS

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OF ATHLETIC
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